DOCUMENT RESUME

ED 233 393 CS 207 811

AUTHOR Hocker, Gail T.
TITLE A Course in Beginning English: English (A) Lesson Plans.
INSTITUTION Alaska State Dept. of Education, Juneau.
PUB DATE 80
NOTE 259p.; For a related document, see CS 207 812.
AVAILABLE FROM Centralized Correspondence Study, Pouch GA, Juneau, AK 99811 ($27.00).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Capitalization (Alphabetic); *Correspondence Study; *English Instruction; Form Classes (Languages); *Grammar; High Schools; Independent Study; Punctuation; Secondary Education; Sentence Structure; Units of Study; Verbs; Vocabulary Development
IDENTIFIERS Alaska; Outlining; Summarization

ABSTRACT

One of two books prepared for high school level correspondence students in Alaska, this collection of lesson plans stresses problem areas in English grammar. Topics covered in the plans are (1) verbs and their subjects; (2) capitalization; (3) end punctuation; (4) adjectives, adverbs, and prepositional phrases; (5) comparative and superlative degrees; (6) commas; (7) quotation marks; (8) complex sentences; (9) spelling; (10) summarizing; (11) outlining; and (12) vocabulary. Each plan in the book contains a statement of objectives, a self-check test, and a worksheet. Instruction for using the plan book and answer keys for the self-check tests are also included. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED233393

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Gail T. Hocker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A COURSE IN BEGINNING ENGLISH
English (A)

by

Gail T. Hocker

ENGLISH (A) LESSON PLANS

Centralized Correspondence Study
Alaska State Department of Education
Pouch GA
Juneau, Alaska

Copyright © 1980 by Centralized Correspondence Study
Alaska Department of Education

CS 207811

Acknowledgement

The high school English program of Centralized Correspondence Study, Alaska State Department of Education, gratefully acknowledges the courtesy extended by the British Columbia Department of Education for allowing us to use materials developed for the VAST (Vocational Adult Secondary Training) Program.

TABLE OF CONTENTS

Introduction

Sending and Receiving Materials

How to Study
- Materials You'll Need
- How to Start
- Scheduling Your Time

Assignments
- Daily Assignments
- Worksheets
- Extra Credit
- Tests

Unit I

Lesson 1
- Assignments 1-3 Verbs and Their Subjects
- Assignment 4 Spelling Rule
- Assignment 5 Worksheet 1

Lesson 2
- Assignments 1-2 Verbs and Their Subjects
- Assignment 3 "The Lady or the Tiger?"
- Assignment 4 Fragments
- Assignment 5 Worksheet 2

Lesson 3
- Assignments 1-3 Capitalization
- Assignment 4 Worksheet 3
- Assignment 5 Unit Test IA

Unit II

Lesson 4
- Assignment 1 End Punctuation
- Assignment 2 "The Case of the Speckled Band"
- Assignments 3-4 Graphs
- Assignment 5 Worksheet 4

Lesson 5
- Assignment 1 Story
- Assignment 2 Adjectives
- Assignment 3 Adverbs
- Assignment 4 Prepositional Phrases
- Assignment 5 Worksheet 5

Lesson 6
- Assignments 1-2 Comparative and Superlative Degrees
- Assignment 3 Commas
- Assignment 4 Review
- Assignment 5 Unit Test IIA

Unit III
Lesson 7
Assignment 1 Contractions
Assignment 2 Spelling
Assignments 3-4 "The Tell-Tale Heart"
Assignment 5 Worksheet 7
Lesson 8
Assignment 1 Abbreviations
Assignment 2 Borrowed Words
Assignment 3 Similes and Metaphors
Assignment 4 Double Negatives
Assignment 5 Worksheet 8
Lesson 9
Assignment 1 "The Diamond Necklace"
Assignment 2 Spelling
Assignment 3 Worksheet 9
Assignment 4 Review
Assignment 5 Unit Test IIIA
Unit IV
Lesson 10
Assignment 1 Compound Sentences
Assignment 2-4 Verbs and Their Subjects
Assignment 5 Worksheet 10
Lesson 11
Assignment 1 "The Verger"
Assignment 2 Adjectives
Assignment 3 Spelling
Assignment 4 Plurals
Assignment 5 Worksheet 11
Lesson 12
Assignment 1 "To Build a Fire"
Assignment 2 Writing
Assignment 3 Worksheet 12
Assignment 4 Review
Assignment 5 Unit Test IVA
Unit V
Lesson 13
Assignments 1-2 Verbs and Their Subjects
Assignment 3 Reading
Assignment 4 Spelling
Assignment 5 Worksheet 13
Lesson 14
Assignment 1 Dictionary
Assignment 2 Encyclopedia
Assignments 3-4 Card Catalogue
Assignment 5 Worksheet 14

Unit V continued
Lesson 15
Assignments 1-2 Quotation Marks
Assignment 3 Worksheet 15
Assignment 4 Review
Assignment 5 Unit Test VA
Unit VI
Lesson 16
Assignments 1-2 Complex Sentences
Assignment 3 Spelling
Assignment 4 Review of Stories
Assignment 5 Worksheet 16
Lesson 17
Assignments 1-2 Summarizing
Assignments 3-4 Outlining
Assignment 5 Worksheet 17
Lesson 18
Assignments 1-2 Vocabulary
Assignment 3 Review A
Assignment 4 Review B
Assignment 5 Unit Test VIA

INTRODUCTION

This is your lesson plan book for English (A), a course designed to help you overcome problem areas in English grammar and/or comprehension of literature.

The course has been planned so that you learn one idea at a time. You should do each assignment as it is given to you.

As you work through the lesson plans, you will notice copies of Alaska highway signs have been added at various places. These are there for two purposes. They are there:

1. to alert you to a skill or fact on which you should work harder.

2. to familiarize you with Alaska highway signs. If you are not now driving, you will be later. Here, you'll get a head start on being a safe driver.

BEFORE YOU START

You must have a supervisor. This can be your mother, your father or someone you know who is qualified to help you as you study in English (A). He or she has already agreed to this when the application for enrollment was signed. The supervisor will administer your tests and will mail the tests, worksheets and extra credit materials to the Correspondence Study office.

At Correspondence Study there is a certified teacher who will evaluate the worksheets and tests. This teacher will also record your grades and issue a completion certificate when you have finished the course. It is extremely important that you contact the C/S Advisory Teacher if you have problems. She is genuinely interested in helping you learn the material with the least amount of trouble.

SENDING AND RECEIVING MATERIALS

Complete directions on how to work through the lesson plans will be given in the next section "How to Study." However, you know that you are to get your tests from your supervisor, and that that person will mail the tests and worksheets to the Correspondence Study office. You should also know that the advisory teacher will make corrections and suggestions on both the tests and worksheets. You should review these suggestions and corrections carefully. As we said before, the course builds one skill upon the other. You must master each. If you fail a test, the advisory teacher will probably ask you to study the material again and take a second test.

HOW TO STUDY

Materials You'll Need

Check these off to make sure you received everything.

_____ 1. English (A) Lesson Plans (this book)

_____ 2. Manual for the Supervisor

_____ 3. Tape Cassette (If you do not have a cassette player, request one from C/S.)

_____ 4. Action Stories of Yesterday and Today

_____ 5. Plain English Handbook

_____ 6. Webster's New World Dictionary of the American Language

_____ 7. 8 pre-stamped envelopes

_____ 8. 8 test affidavits

HOW TO START

Before you start this course, schedule your time. It will be so easy to put off doing English for "just one day." However, that one day can throw you behind. So, schedule your time. Use the schedule that has been included here. Allow 45-60 minutes, five days each week. (That's right. You get two days off.) Be sure you include time for chores, for work outside the home, for other subjects and for relaxation.

WEEKLY TIME SCHEDULE

The schedule should have eight hours for sleep, one-half hour of recreation after evening meals, and an hour of study for each subject.

Hour	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
(A.M.) 7-8							
8-9							
9-10							
10-11							
11-12							
(P.M.) 12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

Practice using this schedule. If some things don't work out, change it.

After you have your schedule worked out, you'll be ready to start. Here is what most units contain.

Unit (3 weeks of work)

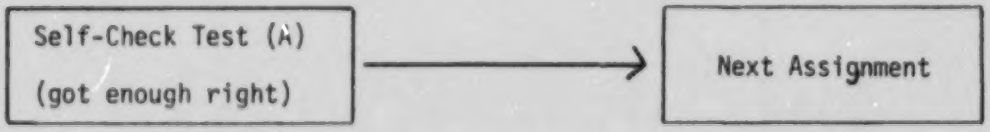
Lesson (1 week)	Lesson (1 week)	Lesson (1 week)
Assignment (1 day)	Assignment (1 day)	Assignment (1 day)
Assignment (1 day)	Assignment (1 day)	Assignment (1 day)
Assignment (1 day)	Assignment (1 day)	Worksheet (1 day)
Assignment (1 day)	Assignment (1 day)	Review (1 day)
Worksheet (1 day)	Worksheet (1 day)	Unit Test (1 day)

DAILY ASSIGNMENTS

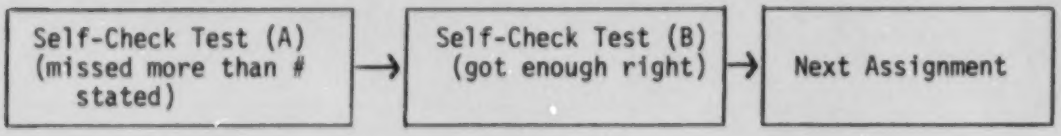
Most daily assignments have two tests with them. These are called self-check tests. There is always a Key at the end of the lesson that will allow you to grade yourself and note progress or problems. You are told to take the first self-check test after you complete the reading assignment.

Then you grade your work. If you get a certain number correct, go on to the next assignment. If you miss more than the number stated for that test, you are to review the material and take the second self-check test before going on.

Example



-BUT-



The self-check tests are not to be mailed to Correspondence Study.

WORKSHEETS

At the end of each of the lessons are worksheets. These worksheets are to be completed after you have studied the material for that lesson and have passed the self-check test(s).

All Worksheets are to be mailed to Correspondence Study.

TESTS

After you have completed three lessons, you will be given a day for review. On the following day, you will ask your supervisor to give you the test for that unit. As you take the test you should have the test, two sharp pencils and your ready mind. Do not use your texts, the lesson plans or notes.

There will be parts of English (A) that you do not enjoy. There will be other parts which seem like fun. However, you should keep in mind the fact that every assignment is designed to help you to grow in the use of correct English grammar and in the comprehension of reading materials. Don't "short change" yourself. Take advantage of this opportunity to learn something that will help you for the rest of your life.

UNIT I
LESSON 1

ASSIGNMENTS:

1. Action Verbs and Their Subjects
2. State of Being Verbs, Verb Phrases and Their Subjects
3. Compound Subjects and Compound Verbs
4. IE/EI Rule in Spelling
5. Worksheet 1

OBJECTIVES: The student will be able to:

1. identify the verbs (including helping verbs) and the subject(s) in sentences containing action verbs.
2. identify the verbs and subject(s) in sentences containing state of being verbs and verb phrases.
3. identify compound subjects and compound verbs.
4. demonstrate the IE/EI rule in spelling.

Lesson 1

Assignment 1: Action Verbs and Their Subjects

Objective: The student will be able to find and label each verb (including helping verbs) and the subject(s) of each verb.

English is not hard. In fact, once you learn a few rules, you'll find that sentences are really puzzles. They are word puzzles. Each part has a place and locks into another part to form a complete sentence picture. If you've ever put a jigsaw puzzle together, you know you don't just pick up pieces and start trying to fit them together. You study the picture on the box and then start trying to recreate a certain part. We're going to do the same with our "English jigsaw." Let's start with a small part and then put the rest of the pieces together a few at a time.

The border of our English puzzle will be verbs and their subjects which can be nouns or pronouns. Work carefully here. The "border" is the most important part.

verb:	shows action
noun:	names a person, place or thing
pronoun:	takes the place of a noun

REMEMBER

A word that tells you what someone or something does or did is called a verb.

Example Frank left the room. (The word left tells you what Frank did. Therefore the word left is a verb.)

Most verbs express action. Sometimes this action is an action of the body.

Example He threw the ball.

Sometimes the action is an action of the mind.

Example He thought about the problem.

The subject of a sentence is the person or thing that performs the action.

Example John opened the door. (The word opened is a verb. The person who opened something is John. John performed the action. Therefore the word John is the subject of the verb opened.)

Take Self-Check Test 1-1(A) which follows.

BEGIN

Self -Check Test 1-1(A)

Directions: Write the letter V above each verb and the letter S above the subject of each verb.

1. The lawyer arrived in Juneau yesterday.
2. His secretary left for Seattle this morning.
3. The truck driver shook his fist at the pedestrian.
4. The airplane landed at exactly three o'clock.
5. Mrs. Simpson goes into town once a week.

END

Check your answers with the Key which is located at the end of this lesson. If you correctly identified the subject and verb in at least 4 of the above, start Assignment 2.

-BUT-

If you correctly identified the subject and verb in fewer than 4 sentences, review the material and do Self-Check Test 1-1(B).

ALTERNATE

Self-Check Test 1-1(B)

Directions: Write the letter V above each verb and the letter S ablve the subject of each verb.

1. The doctor examined the patient.

2. David needs a haircut.

3. Karen polishes the floor twice a week.

4. She opens her husband's mail.

5. Her parents live in Mexico.

Check your answers with the Key.

Go on to the next assignment.

Assignment 2: State of Being Verbs, Verb Phrases and Their Subjects

Objective: The student will be able to find and label state of being verbs, verb phrases and their subjects.

In Assignment 1, you were introduced to verbs that express action. However, some verbs do not express action.

In this lesson you will be introduced to two very important verbs. One, the verb to be, does not express action; it expresses a state of being. The other, the verb to have, sometimes expresses action, but usually expresses possession.

Examples

(i) Mrs. Williams has two children.
(ii) Mr. Simpson is a fireman.

The following forms of the verb to have will appear in sentences in this lesson: has, have, had.

Examples (subject underlined once; verb underlined twice)

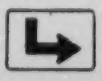
(i) Jack has a cold.
(ii) All the men have application forms.
(iii) Her two daughters had chicken pox last year.

The following forms of the verb to be will appear in sentences in this lesson: am, is, are, was, were.

Examples

(i) I am a member of the stamp club.
(ii) His brother is a plumber.
(iii) The children are at the library.
(iv) His wife was in Ketchikan.
(v) The tools were in the garage.

verb: shows state of being or shows possession



helping verbs: examples are do, did, be, been, has, had, have, may, can, could, must, will, shall, might, would, should, was

Verb Phrases

A verb phrase consists of a main verb and the helping verb(s) that accompany the main verb.

Examples (verb phrases underlined)

(i) She was waiting for him.
(ii) You could have waited a few minutes longer.
(iii) They should have been finished by now.

Take Self-Check Test 1-2(A) which follows.

Self-Check Test 1-2 (A)

Directions: Write the letter V above each verb and the letter S above the subject of each verb.

1. Fred's brother is the owner of a grocery store.
2. Many people were at the ticket office this morning.
3. We have time for a sandwich and a cup of coffee.
4. They are in the bottom drawer of the desk in your room.
5. She has a birthday present for your sister's husband.

Directions: Underline each verb or verb phrase. Write the letter S above the subject of the verb.

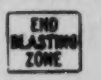
1. The children were watching their favorite program.

2. He must have been thinking of someone else.

3. You should have entered the contest.

4. Charlie's wife had seen the movie three times before.

5. We shall be driving to Palmer tomorrow.



Check your answers with the Key which is located at the end of this lesson. If you missed only one, start Assignment 3.

-BUT-

If you missed more than one, review the material and take Self-Check Test 1-2(B).

Self-Check Test 1-2(B)

Directions: Write the letter V above each verb and the letter S above the subject of each verb. (Note: In some of the sentences, the verbs express action.)

1. He is the manager of the camera department at Nordstroms.

2. These shirts have bloodstains on them.

3. A tall young man entered the room.

4. It was on the top shelf of the cupboard in the garage.

5. Three very old women are in the waiting room.

Directions: Underline each verb or verb phrase. Write the letter S above the subject of the verb.

1. The Robertsons are living in an apartment on Behrends Avenue.

2. Your students may use the equipment in Mr. Simpson's office.

3. Sandra might be leaving on the three o'clock train.

4. She could have been spending a pleasant weekend at the lake.

5. Any other firm could have done the job for less money.

Check your answers with the Key.

Go on to the next assignment.

Assignment 3: Compound Subjects and Compound Verbs

Objective: The student will be able to find and label compound subjects and compound verbs.

COMPOUND SUBJECTS

In each sentence in the first two assignments, the verb had only one subject.

Example Her father works at Nordstroms. (The subject of the verb works is father.)

In this assignment, some of the sentences will contain more than one subject.

Example Bob and Harry work at Nordstroms. (The subjects of the verb work are the words Bob and Harry.)

When a verb has more than one subject, the subjects are connected by the word and or the word or.

Examples (subjects underlined)

(i) Jim and Frank are in the library.
(ii) Jim or Frank is in the library.
(iii) Mary, Wilma, and Harry are in the library.

A compound subject consists of two or more words connected by the word and or the word or.

SENTENCES CONTAINING MORE THAN ONE VERB OR VERB PHRASE

In the first two assignments, each sentence contained only one verb or verb phrase.

Examples

(i) John rose to his feet. (There is only one verb in this sentence.)

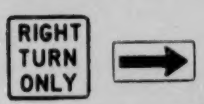
(ii) They have left Anchorage. (There is only one verb phrase in this sentence.)

In this lesson, some of the sentences will contain more than one verb or verb phrase.

Examples

(i) John rose to his feet and left the room.

(ii) They have left Tok and will arrive in Fairbanks this evening.



Compound Subject:	Two or more nouns and/or pronouns joined by "and" or "or"
Compound Verbs:	Two or more verbs joined by "and" or "or"

Take Self-Check Test 1-3(A) which follows.

Self-Check Test 1-3(A)

Directions: Underline each verb or verb phrase. Write the letter S above the subject(s) of each verb.

1. The books and the magazines fell onto the floor.
2. Old people, women, and children will get into the stadium free of charge.
3. Janet and Jerry are visiting relatives in McKoryuk.
4. She or I would have accepted the invitation to the dance.
5. Sebastian and I will be at the library until quite late this evening.

6. He walked across the room and opened the door.

7. They have arrived in Barrow and will be staying here until the day after tomorrow.

8. A pill dispenser, a rusty old razor, and several empty bottles were on the bottom shelf of the cabinet in the bathroom.

9. She must have risen and left before six o'clock.

10. We searched the area very thoroughly and found nothing.

Check your answers with the Key which is located at the end of this lesson. If you got at least eight sentences correct, start Assignment 4.

-BUT-

If you did not get at least eight sentences correct, review the material and take Self-Check Test 1-3(B).

Self-Check Test 1-3(B)

Directions: In each of the following sentences, underline each verb or verb phrase. Write the letter S above the subject(s) of each verb.

1. Mrs. Morgan, Miss MacDougall, and Mr. Swan gave speeches at the meeting last night.

2. These cups and saucers are on sale until the end of the week.

3. Harry, Veronica, or you should have been waiting for us at the entrance to the theater.

4. Several young children had been playing with matches behind the garage.

5. You and your friend were sitting in the wrong seats.

Check your answers with the Key.

Go on to Assignment 4.

Assignment 4: Spelling IE or EI

Objective: The student will recognize and use the IE/EI rule in spelling.

We've talked about how words work to make complete sentences. Now you are about to see that letters work together to make complete words. Again, you will have to learn a few rules. But, once you've learned these, you'll find that spelling is not so difficult as you thought.

> "I" before "e" except after "c" or when sounded like "ā" as in neighbor and weigh.

Examples

"I" before "e"	Except after "c"	Or when sounded like "a"
review	deceive	neighbor
fierce	ceiling	freight

Take Self-Check Test 1-4

Self-Check Test 1-4

If a word is spelled wrong, write it correctly on the line after it. Follow the rule!!!!

1. yield _____
2. reveiw _____
3. sheild _____
4. weigh _____
5. thief _____
6. vein _____
7. reciept _____
8. believe _____
9. shield _____
10. feind _____

Check your work with the Key at the end of this lesson.

There is no second test with spelling assignments. It is very important that you know the rule well before you take the test for the lesson. If you miss more than 2 words, go over the rule again. Figure out why you missed the words. Be ready for the test you will take at the end of UNIT I.

ANSWER KEY TO SELF-CHECK TESTS
- Lesson 1 -

Self-Check Test 1-1(A)

1. subject: lawyer
   verb: arrived

2. subject: secretary
   verb: left

3. subject: driver
   verb: shook

4. subject: airplane
   verb: landed

5. subject: Mrs. Simpson
   verb: goes

Self-Check Test 1-1(B)

1. subject: doctor
   verb: examined

2. subject: David
   verb: needs

3. subject: Karen
   verb: polishes

4. subject: she
   verb: opens

5. subject: parents
   verb: live

Self-Check Test 1-2(A)

1. subject: brother
   verb: is

2. subject: people
   verb: were

3. subject: we
   verb: have

4. subject: they
   verb: are

5. subject: she
   verb: has

Self-Check Test 1-2(A)

1. subject: children
   verb: were watching

2. subject: He
   verb: must have been thinking

3. subject: You
   verb: should have entered

4. subject: wife
   verb: had seen

5. subject: We
   verb: shall be driving

Self-Check Test 1-2 (A)

1. subject: He
   verb: is

2. subject: shirts
   verb: have

3. subject: man
   verb: entered

4. subject: it
   verb: was

5. subject: women
   verb: are

Self-Check Test 1-2 (B)

1. subject: Robertsons
   verb: are living

2. subject: students
   verb: may use

3. subject: Sandra
   verb: might be leaving

4. subject: She
   verb: could have been spending

5. subject: firm
   verb: could have done

Self-Check Test 1-3 (A)

1. subject: books, magazines
   verb: fell

2. subject: people, women, children
   verb: will get

3. subject: Janet, Jerry
   verb: are visiting

4. subject: She, I
   verb: would have accepted

5. subject: Sebastian, I
   verb: will be

6. subject: He
   verbs: walked; opened

7. subject: They
   verb: have arrived; will be staying

8. subjects: dispenser, razor, bottles
   verb: were

9. subject: She
   verbs: must have risen; left

10. subject: We
    verbs: searched; found

Self-Check Test 1-3 (B)

1. subject: Mrs. Morgan, Miss MacDougall, Mr. Swan
   verb: gave

2. subject: cups, saucers
   verb: are

3. subject: Harry, Veronica, you
   verb: should have been waiting

4. subject: children
   verb: had been playing

5. subject: You, friend
   verb: were sitting

Self-Check Test 1-4

1.
2. review
3. shield
4.
5.
6.
7. receipt
8.
9.
10. fiend

Address_____ Student_____

Lesson 1

Assignment 5: Worksheet 1
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

1. What does a verb do in a sentence?

_____

2. What does a subject do in a sentence?

_____

3. What two words can join compound subjects and compound verbs?

_____

4. Directions: Read the following sentences carefully. Underline each subject once and each complete verb (including helping verbs) twice.

   a. He rode his horse.

   b. She flashed the light into my face.

   c. John should see that!

   d. The sun should be rising soon.

   e. Her pen is here.

   f. I had seen her before.

   g. Helen and Sue are coming.

   h. We are happy here.

   i. He threw down the hammer and nails.

   j. The girl seemed sad.

5. Put "ie" or "ei" in the blanks.

   a. ch_ _ f

b. fr _ _ ght

c. rec _ _ pt

d. n _ _ ce

e. perc _ _ ve

MAIL THIS IN WITH YOUR UNIT I TEST

UNIT I
LESSON 2

ASSIGNMENTS:

1. Separation of Verbs and Subjects
2. The Verb Before the Subject
3. Story: "The Lady or the Tiger"
4. Simple Sentences and Fragments
5. Worksheet 2

OBJECTIVES: The student will be able to:

1. identify the verbs (including helping verbs) and subject(s) in sentences where verbs and subjects are separated by words or phrases.
2. identify verbs and subjects that are not in what would be considered regular order.
3. answer comprehension questions about a given story.
4. identify word groups that are sentences and those that are not, and be able to change sentence fragments to simple sentences.

Lesson 2

Assignment 1: Separation of Verbs and Subjects

Objective: The student will be able to find and label each verb (including helping verbs) and their subjects.

So far, you've been finding verbs (action or state-of-being) and then finding their subjects. Most of the sentences had subjects that were right next to the verbs.

Example: Her brother lives in Alakaket. (The subject brother is right next to the verb lives.)

However, a subject and verb may have a phrase between them.

Examples

1. The owner of this restaurant lives on Sargent Avenue.

   (The verb is the word lives. To find the subject ask yourself who or what lives. The answer is the owner. In this sentence, the subject owner is separated from the verb lives by the phrase of this restaurant.)

2. The manager of the store interviewed your brother. (Subject, manager) (Verb, interviewed) (Phrase, of the store)

3. The girl in the yellow dress works in our office. (Subject, girl) (Verb, works) (Phrase, in the yellow dress)

4. Someone from Nome visited the college yesterday. (Subject, someone) (Verb, visited) (Phrase, from Nome)

Sometimes, a phrase will come before the subject of the sentence. Look at the following two sentences:

We stayed at home.

Because of the bad weather, we stayed at home.

Don't let a phrase at the beginning of a sentence fool you. In each of the above sentences, the verb is the word stayed. The subject of the verb is the word we.

Now study these examples:

1. Since the end of the war, he has seen Jean only once.
   (Subject, he) (Verb, has seen)

2. During the early hours of the morning, she wrote several letters to members of the family.
   (Subject, she) (Verb, wrote)

3. After breakfast, they went to the airport.
   (Subject, they) (Verb, went)

Take Self-Check Test 2-1(A) which follows.

Self-Check Test 2-1(A)

Directions: Underline each verb or verb phrase. Write the letter S above the subject(s) of each verb.

1. The driver of the truck apologized to the owner of the car.
2. The key to this door is in the top drawer of my desk.
3. The odor of cigar smoke pleases some people but irritates others.
4. A very large parcel arrived at their house early this morning.
5. His former employer wrote a letter of recommendation for him.

Directions: Underline each verb or verb phrase. Write the letter S above the subject(s) of each verb.

1. In the middle of the third act, the author of the play left the auditorium.
2. The doctor will be performing the operation on Mrs. Lambert this evening or tomorrow morning.
3. Early this morning, someone entered the garage and took several sets of tools.
4. From the front balcony of the professor's house, he could see the entrance to the bank.

5. The earthquake destroyed most of the buildings in the town and caused considerable damage to nearby farms.

Check your answers with the Key which is located at the end of this lesson. If you correctly identified the subjects and verbs in at least seven of the above sentences, start Assignment 2.

- BUT -

If you correctly identified the subjects and verbs in fewer than seven sentences, review the material and take Self-Check Test 2-1(B).

Self-Check Test 2-1(B)

Directions: Underline each verb or verb phrase. Write the letter S above the subject(s) of each verb.

1. The winner of the contest will receive a new car or two thousand dollars in cash.
2. The men are expecting a raise in pay.
3. All of the members of the family have entered the contest.
4. After the first song, he listened.
5. From behind the door, he could hear everything.

Check your answers with the Key.

Go on to Assignment 2.

Assignment 2: Verbs Before the Subject

Objective: The student will be able to recognize verbs and subjects that are not in regular order.

In the sentences in the other assignments, the subject always came before the verb. Sometimes, however, the verb comes before the subject.

Examples

1. There V are two S pens on the table. (This is the same as saying: Two S pens V are on the table.)
2. In the middle of the forest V was an old S cabin. (This is the same as saying: An old S cabin V was in the middle of the forest.)
3. Here is your hat. (Subject, hat) (Verb, is)
4. In the top drawer of his desk was a photograph of his former wife. (Subject, photograph) (Verb, was)
5. There are some cookies on the table in the kitchen. (Subject, cookies) (Verb, are)
6. Was there any money in his wallet? (Subject, money) (Verb, was)

In sentences that ask questions, the subject will often come between a helping verb and the main verb. It might help if you change the question into a statement. Then, the subject and verb will be easier to find.

Examples

1. V S V Has he finished his work?

   (The verb is has finished. The subject he comes between the helping verb has and the main verb finished.)

2. Will she be seeing him today? (Subject, she) (Verb, will be seeing)
3. Have her parents sold their house? (Subject, parents) (Verb, have sold)

Here is one last "strange" verb and subject sentence.

Find the verb in the following sentence, and try to figure out what the subject is.

Give Mrs. Jenkins a copy of this book.

The verb in the above sentence is the word give. The sentence is an order. The sentence is actually saying: You give Mrs. Jenkins a copy of this book.)

However, when we give orders, we leave out the word you. The word you, which is the subject of the sentence, is understood.

Here is another sentence. Find the verb, and figure out what the subject is.

Bring me a cup of coffee.

The verb in the above sentence is the word bring. The subject of the verb bring is you (understood).

Take Self-Check Test 2-2(A) which follows.

Self-Check Test 2-2 (A)

Directions: Write the letter S above each subject and the letter V above each verb (including helping verbs).

1. Will he be running for election this fall?
2. There are two books by this author in the library on William Avenue.
3. Has the manager cancelled his appointment with Dr. Ross?
4. Here are his coat, gloves, and scarf.
5. In the paper bag at the bottom of the trunk was an old revolver.

Directions: Write the letter V above each verb. In the space provided above each sentence, write the subject of the sentence.

Examples

a) *You (understood)*

V
Return the book to the library on Monday.

b) *information*

More information about the equipment will be arriving in next week's mail.

1. _____

Stack the empty cartons by the garbage cans in the back yard.

2. _____

Will he be leaving the state before the end of the month?

3. _____

After dinner, offer the guests coffee.

4. _____

Distribute copies of these letters among the members of all departments.

5. _____

Before the end of the week, remove all signs from the walls of the building.

Check your answers with the Key which is at the end of this lesson. If you correctly identified the subjects and verbs in at least seven of the ten sentences, start Assignment 3.

- BUT -

If you correctly identified the subject and verbs in fewer than seven sentences, review Assignment 2 and take Self-Check Test 2-2(B).

Self-Check Test 2-2 (B)

Directions: Write the letter S above each subject and the letter V above each verb (including helping verbs).

1. Have you mailed my package?
2. Here is his lunch.
3. In an old trunk was her dress.

4. Will the boy go away?

5. There are three men here now.

Directions: Write the letter V above each verb. In the space provided above each sentence, write the subject of the sentence.

Examples a) *You (understood)*

V

Return the book to the library on Monday.

b) *information*

V V V

More information about the equipment will be arriving in next week's mail.

1. _____

Put all of the money here.

2. _____

May I take you home?

3. _____

When you finish, clear the dishes.

4. _____

By Sunday, we will be ready to go.

Check your answers with the Key.

Go on to Assignment 3.

Assignment 3 "The Lady or the Tiger?"

Objective: The student will be able to read a given story and answer comprehension questions about the story.

This course will give you a chance to learn about grammar, to write, to practice what you've learned and to read some good stories. Today we're going to read. After you've read the story, you'll take a Self-Check Test to make sure you understood what you read. On Assignment 5 you'll be asked to answer questions about this story. Read carefully and make sure you do well on the Self-Check Test.

Read: "The Lady or the Tiger" (page 120)
from Action Stories of Yesterday and Today

Now take the Self-Check Test. If you do not do well on the test, read the story again. There is no second Self-Check Test for the reading assignments. So, be sure you understand the story.

Self-Check Test

A. Directions: Write the letter of the expression that best completes each of the following statements:

1. One of the ideas the king borrowed from a pagan country was _____.
   a. wearing a crown
   b. the arena
   c. keeping slaves

2. The king used his arena as _____.
   a. an army camp
   b. a court of justice
   c. a place for games

3. The royal maiden was satisfied with her lover because he was _____.
   a. cruel like her father
   b. very rich
   c. handsome and brave

4. As the youth walked into the arena, he turned toward the king and _____.
   a. bowed according to custom
   b. waved to the princess
   c. knelt on the ground

5. If the accused were found innocent according to the trial of the arena, _____.
   a. iron bells were rung
   b. brass bells were rung
   c. copper bells were rung

B. Directions: Decide whether each of the following statements is true or false. Write T for true and F for false.

____ 1. The king was an unselfish person.
____ 2. The king had a system by which he decided who was guilty and who was innocent purely on the basis of chance.
____ 3. When a person was accused of a crime, he was immediately arrested and brought to the arena.
____ 4. If the accused opened the wrong door, out came a hungry lion.
____ 5. The princess was like her father in many ways, selfish and proud.
____ 6. The princess knew the secret of the two doors.
____ 7. The princess did not know the lady who waited behind one of the two doors.
____ 8. The people were happy that the young man was being tried.
____ 9. Nothing would have kept the princess away from the trial.
____10. The young man opened the door on the right.

C. Directions: Write the letter of the definition in column II that most closely matches each word in column I

I. Word	II. Definition
____ 1. character	A. nature; personality
____ 2. semibarbaric	B. looked down on; disliked
____ 3. despised	C. a person under the control of a king
____ 4. arena	D. not believing in the God of the Bible
____ 5. haughty	E. a cry of grief or pain
____ 6. mourners	F. only half-civilized
____ 7. subject	G. proud
____ 8. royal	H. people who cry for the dead
____ 9. wail	I. belonging to the king's family
____10. pagan	J. an enclosed area for games and sports

Assignment 4: Simple Sentences and Fragments

Objective: The student will be able to indicate which word groups are sentences and which are not, and be able to change sentence fragments to simple sentences.

Usually, ideas should be written in complete thoughts or sentences. Incomplete sentences are called fragments. In this chapter, you will review the difference between sentences and fragments.

The sentence: expresses a complete thought and contains a subject and a verb

A word group that does not contain both a subject and a verb is a fragment. A fragment does not express a complete thought.

Examples

(i) In a corner of the room next to the book case.

(This word group does not contain a verb. Therefore it is a fragment.)

(ii) And filled in the form with the necessary information.

(In this word group, there is a verb filled, but there is not a subject. There is not a word that tells you who filled something. Therefore, the word group is a fragment.

(iii) Frank filled in the form with the necessary information.

(This word group contains both a subject Frank and a verb, filled. The word group expresses a complete thought, and it is therefore a sentence.)

(iv) Wash your hands.

(This word group contains a verb, wash. The subject of the verb is you (understood). The word group expresses a complete thought, and it is therefore a sentence.)

Self-Check Test 2-4 (A)

Directions: Read each of the following word groups carefully. If the word group is a sentence, write the word sentence after it. If the word group is not a sentence, write the word fragment after it.

1. While he was mowing the lawn, his wife weeded the flower bed. _____
2. Then spent an hour trying to open the safe. _____
3. Leading a donkey down the path to the river. _____
4. That is ridiculous. _____
5. In the large paper bag on the kitchen table. _____
6. Arrived in Sitka on Tuesday and stayed there until Friday. _____
7. The death of the President caused much sorrow throughout the land. _____
8. Brush your teeth. _____
9. And placed a stamp on the envelope. _____
10. A coin lying on the ground under the bench. _____
11. On the front steps, on the lawn, and even in the garage. _____
12. Looking very angry, he jumped to his feet and walked toward the door. _____
13. The telephone on the desk in the manager's office. _____
14. In the middle drawer of the desk was a box of cartridges. _____
15. Slid down the drainpipe and ran across the yard. _____

Check your answers with the Key at the end of this lesson. If you get eight or more answers correct, go on to Worksheet 2.

- BUT -

If you miss three or more answers, review the material and take Self-Check Test 2-4 (B).

Self-Check Test 2-4 (B)

Directions: Read each of the following word groups carefully. If the word group is a sentence, write the word sentence after it. If the word group is not a sentence, write the word fragment after it.

1. A man leaning against the stop sign at the corner of the street. _____

2. Tickets for the game will be on sale at nine o'clock tomorrow morning. _____

3. Then watched his friend trying to close the trunk. _____

4. Under the pile of old clothes was a bundle of bank notes. _____

5. Bought the car in August and sold it in September. _____

6. Holding the envelope up to the light. _____

7. Because she was not feeling well, she went home. _____

8. The carton under the table by the door. _____

9. In the wastepaper basket next to the desk. _____

10. Walking through the park, we discussed the problem and agreed on a solution. _____

11. Dry the dishes. _____

12. And borrowed five dollars from his sister. _____

13. Walked across the grass and then sat down on a bench. _____

14. That was not funny. _____

15. In the bottom drawer of his desk, in the right-hand pocket of his overcoat, and also in the glove compartment of his car. _____

Check your answers with the Key.

Go on to Assignment 5.

ANSWER KEY TO SELF-CHECK TESTS
- Lesson 2 -

Self-Check Test 2-1 (A)

1.	subject: driver	verb:	apologized
2.	subject: key	verb:	is
3.	subject: odor	verbs:	pleases; irritates
4.	subject: parcel	verb:	arrived
5.	subject: employer	verb:	wrote
1.	subject: author	verb:	left
2.	subject: doctor	verb:	will be performing
3.	subject: someone	verbs:	entered; took
4.	subject: he	verb:	could see
5.	subject: earthquake	verbs:	destroyed; caused

Self-Check Test 2-1 (B)

1.	subject: winner	verb:	will receive
2.	subject: men	verb:	are expecting
3.	subject: all	verb:	have entered
4.	subject: he	verb:	listened
5.	subject: he	verb:	could hear

Self-Check Test 2-2 (A)

1.	subject: he	verb:	will be running
2.	subject: books	verb:	are
3.	subject: manager	verb:	has cancelled
4.	subjects: coat, gloves, scarf	verb:	are
5.	subject: revolver	verb:	was
1.	subject: you (understood)	verb:	stack
2.	subject: he	verb:	will be leaving
3.	subject: you (understood)	verb:	offer
4.	subject: you (understood)	verb:	distribute
5.	subject: you (understood)	verb:	remove

Self-Check Test 2-2 (B)

1.	subject:	you	verb:	have mailed
2.	subject:	lunch	verb:	is
3.	subject:	dress	verb:	was
4.	subject:	boy	verb:	will go
5.	subject:	men	verb:	are

1.	subject:	you (understood)	verb:	put
2.	subject:	I	verb:	may take
3.	subject:	you (understood)	verb:	clear
4.	subject:	we	verb:	will be

Self-Check Test 2-3 (A)

A.	1. b	2. b	3. c	4. a	5. b
B.	1. F	3. T	5. T	7. F	9. T
	2. T	4. F	6. T	8. F	10. T
C.	1. A	3. B	5. G	7. C	9. E
	2. F	4. J	6. H	8. I	10. D

Self-Check Test 2-4 (A)

1.	sentence	6.	fragment	11.	fragment
2.	fragment	7.	sentence	12.	sentence
3.	fragment	8.	sentence	13.	fragment
4.	sentence	9.	fragment	14.	sentence
5.	fragment	10.	fragment	15.	fragment

Self-Check Test 2-4 (B)

1.	fragment	6.	fragment	11.	sentence
2.	sentence	7.	sentence	12.	fragment
3.	fragment	8.	fragment	13.	fragment
4.	sentence	9.	fragment	14.	sentence
5.	fragment	10.	sentence	15.	fragment

Address_____ Student_____

Lesson 2

Assignment 5: Worksheet 2
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher at the C/S office.)

A. Underline each subject once and each verb (including helping verbs) twice.

a. I had locked the car.

b. The boy on the stairs is my friend.

c. Have you finished your work?

d. Bring me a rag.

e. After hiking, he was tired.

B. Directions: Read each of the following word groups carefully. If the word group is a sentence, leave it as it is. If the word is not a sentence, change the fragment into a sentence by adding a subject or verb, as needed. Put your sentences on the lines below.

1. Selling a pound of butter to one of the customers.
_____

2. Under one of the tables in the library.
_____

3. Hang up your coat.
_____

4. Sat on the grass and watched the game of football.
_____

5. Cartons for these appliances are in the room at the back of the shop.
_____

6. The umbrella leaning against the wall in the front hall.
_____

Address_____ Student_____

7. And took his dog for a walk.

_____

8. Sitting on a bench in the park, they ate lunch and then talked about their summer vacation.

_____

9. The gloves on the table in the kitchen.

_____

10. In the linen closet, in the bathroom cabinet, and also in a trunk in the attic.

_____

_____

11. This is very easy.

_____

12. Next to the filing cabinet was a box of books.

_____

13. Then listened to his friend trying to explain the story.

_____

14. Unless the weather improves, we shall stay at home.

_____

15. Entered the country in May and left again in July.

_____

C. In "The Lady or the Tiger?" how did the king decide whether the young man was guilty? Was this fair? Why? Be sure you answer this carefully and completely. Use a separate sheet of paper for your answer.

MAIL THIS IN WITH YOUR UNIT I TEST

UNIT I
LESSON 3

ASSIGNMENTS:
1. Capitalization
2. Capitalization
3. Capitalization
4. Worksheet 3
5. Unit Test IA

OBJECTIVE: The student will be able to use capital letters correctly.

Lesson 3

Assignment 1: Capitalization: First Word of a Sentence
Specific Names
Titles

Objective: The student will be able to use capital letters correctly.

In assignments one, two and three of this lesson, you will be studying capitalization rules. Capital letters point out special people, places or things in a sentence. In other words, when I say that I went with Alice, I want you to know that I went with a particular person.

> Capitalization Rule #1:
> Always capitalize the first word in a sentence.

Examples

(i) Clouds had appeared in the sky.
(ii) Where did he go?

> Capitalization Rule #2:
> Always capitalize a person's name and any title that comes before the name.

Examples

(i) I saw Rita and Maurice yesterday.
(ii) Where is Mr. Smith?
(iii) Have you seen Professon Jones?
(iv) She has an appointment with Dr. Brown.

Read the rules below and then study the examples carefully. Can you see a difference? Can you see when you are to capitalize the name or title?

Capitalization Rule #3:
If a word like mother is used in place of her name, capitalize it.

Examples

(i) Have you seen Mother?
(ii) She telephoned Uncle Bob.
(iii) Did Father go with you?

Capitalization Rule #4:
Do not capitalize a word like mother if it is used to show family relationship.

Examples

(i) Have you seen my mother?
(ii) She telephoned her uncle.
(iii) He has an aunt who lives in Sweden.

Capitalization Rule #5:
Capitalize words that show occupation only if it's part of a person's name.

Examples

(i) She is our teacher.
(ii) When Principal Jones came, we left.

Take Self-Check Test 3-1(A) which follows.

Self-Check Test 3-1(A)

Directions: Circle each letter that should be capitalized.

1. has mother spoken to your uncle about aunt jane?
2. did i tell you that your mother has spoken to uncle robert about my aunt?
3. the foreman told mr. harris that he should see a doctor.
4. early in the afternoon, miss jackson told her supervisor that she had an early appointment to see dr. bronstein.

Check your answers with the Key which is located at the end of this lesson. If you made no more than two mistakes in the above exercise, skip Self-Check Test 3-1(B).

- BUT -

If you made more than two mistakes, review the assignment and take Self-Check Test 3-1(B).

Self-Check Test 3-1(B)

Directions: Circle each letter that should be capitalized.

1. did father ask uncle george to invite your aunt?
2. his father asked my uncle to invite aunt agatha.
3. the head nurse told mr. brown that he should see dr. hampton.
4. she told mrs. watson that the doctor was out.
5. my mother and i shall be visiting aunt mary this afternoon.
6. the superintendent discussed the matter with miss peterson, the principal.

Check your answers with the Key.

Go on to Assignment 2.

Assignment 2: Capitalization: Races of People and Languages
Days of the Week, Months, Holidays
Parts of the Title of a Book

Objective: The student will be able to use capital letters correctly.

There are some more special words we capitalize. Just remember that the key word is "special." Learn these rules and you should have little trouble as you write.

Capitalization Rule #6:
Capitalize the names of races, nationalities and languages.

REMEMBER

a) Capitalize the names of races, nationalities and languages.

Examples

(i) Her husband is Jewish
(ii) I am an American citizen.
(iii) Do you speak German?

> Capitalization Rule #7:
> Capitalize the names of days of the week, the names of months, and names of holidays.

b) Capitalize the names of days of the week, the names of months and the names of holidays.

Examples

(i) I shall see you on Tuesday.
(ii) He will be in Skagway during August.
(iii) She will be here for the Thanksgiving Day holiday.

> Capitalization Rule #8:
> Capitalize the important words in titles of books.

Always underline the words of the title of a book.

Do not capitalize spring, summer, fall or winter unless they come at the first of a sentence or are in the title of a book.

Take Self-Check Test 3-2(A) which follows.

Self-Check Test 3-2(A)

Directions: Circle each letter that should be capitalized.

1. winter news is the title of a collection of poems by john haines, the famous alaskan poet.

2. many jewish members of the community will be visiting relatives in israel this summer.

3. my father and i will spend the labor day weekend with your aunt and uncle.

4. last monday, the manager announced that the store would be closed for repairs during march and part of april.

5. did you know that frank's mother can speak english, italian and greek?

6. he always spends part of the autumn and the entire winter at uncle charlie's ranch in texas.

Check your answers with the Key at the end of the lesson. If you made no more than two mistakes, go on to Assignment 3.

- BUT -

If you made more than two mistakes, review the rules in this assignment and take Self-Check Test 3-2(B).

Self-Check Test 3-2(B)

Directions: Copy the following sentences carefully, writing capital letters where needed.

1. on thursday morning, mr. morgan, the superintendent, announced that he will be retiring next spring.

2. my uncle has just bought himself a copy of see europe on ten dollars a day, a book by paul jones.

3. a well-known african doctor operated on john's father.

4. the manager announced that the store will be closed on new year's day.

5. my aunt and i started studying spanish during the fall of 1971.

6. the letter notified aunt ethel that her next german lesson would be on wednesday, january 18.

Check your answers with the Key.

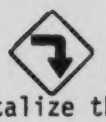
Go on to Assignment 3.

Assignment 3: Capitalization: Specific places
Organizations
Institutions

Objective: The student will be able to use capital letters correctly.

These rules will help you as you try to decide whether you should capitalize words that name places.

> Capitalization Rule #9:
> Capitalize names of places in address or geographical names.

REMEMBER 

a) Capitalize the names of places in addresses.

Examples

(i) He lives at 126 Smith Street
(ii) They used to live on Logan Avenue.

b) Capitalize geographical names.

Examples

(i) He moved from Fresno, California, to Talkeetna, Alaska.
(ii) While they were in Europe, they spent most of their time in France and Germany.
(iii) They spent the weekend at Lake Louise.
(iv) Have you ever seen the Rocky Mountains?

NOTE: Words like river, lake and mountain are capitalized only when they are used in the names of specific rivers, lakes, and mountains.

Examples

(i) What is the name of this river? It is the Kobuk River.
(ii) Those mountains are beautiful. They are the Rocky Mountains

Capitalization Rule #10: Capitalize the names of organizations and institutions.

c) Capitalize the names of organizations and institutions.

Examples

(i) He is an employee of the Alaska Department of Education.
(ii) She attends James Harrison Junior High School. (NOTE: "She is still at junior high school." In this sentence, the words junior high school do not name a specific school. Therefore they are not capitalized.)

Capitalization Rule #11: Capitalize the names of specific buildings.

d) Capitalize the names of specific buildings.

Examples

(i) Have you been inside the building? It is the Richardson Building.
(ii) What is the name of that hotel? It is the Oxford Hotel.

Take Self-Check Test 3-3(A).

Self-Check Test 3-3(A)

Directions: Circle any letter that needs to be capitalized.

1. Does this river flow into the norton sound?
2. Does the post river flow into a lake?
3. She used to attend a high school in palmer.
4. After she had graduated from high school, joyce worked for a year at a bank in homer.

5. He has an account at the bank of alaska, and his wife has an account at the alaska national bank.

6. While they were in vancouver, british columbia, they stayed at the devonshire hotel.

7. While she was in france, she stayed at several expensive hotels.

8. If you need more information, write to the department of mines and natural resources.

9. If you are in juneau during the thanksgiving day holiday, we shall take you to glacier bay national monument.

10. After they had sold their house on behrends avenue in juneau, they moved to nondalton.

If you made no more than three mistakes in the test, go to Worksheet 3.

- BUT -

If you made more then three mistakes, review the material and take Self-Check Test 3-3(B).

Self-Check Test 3-3(B)

Directions: Circle any letter that needs to be capitalized.

1. My aunt and i stayed at the hotel fort garry while we were in kamloops during our christmas vacation.

2. From early in the summer until late in the autumn, uncle harry stayed with my mother and my father at their cabin near lake minchumina.

3. A small river runs through aunt angela's property on kodiak island.

4. Next spring, mr. wilson's nephew will be taking a course at tanana community college.

5. He hopes to receive an answer from the alaska department of education before the end of june.

6. If jack could speak french, he would have a better chance of getting a job in this department.

7. Several american journalists attended the game between seattle and oakland at the kingdome on tuesday night.

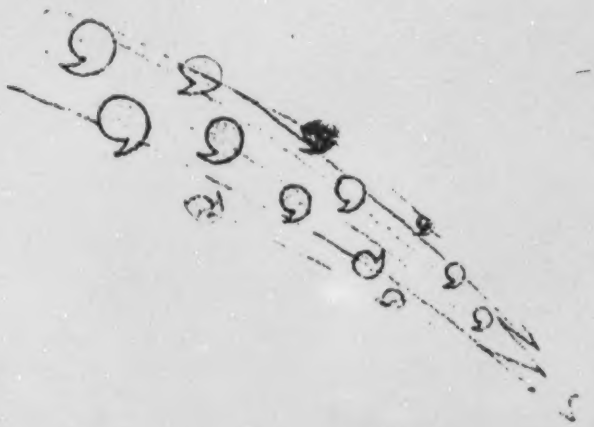
8. In addition to their places of business or portage avenue and on broadway, they now have a store in a new building on smith street.

9. He works at payless during the day and attends classes an night school during the evening.

10. Before she was hired by sears in anchorage she had spent a year teaching at a junior high school in nevada.

Check your answers with the Key.

Go on to Assignment 4.



ANSWER KEY TO SELF-CHECK TESTS
Lesson 3

Self-Check Test 3-1 (A)

1. (h)as (m)other spoken to your uncle about (a)unt (j)ane?
2. (d)id (I) tell you that your mother has spoken to (u)ncle (r)obert about my aunt?
3. (t)he foreman told (m)r. (h)arris that he should see a doctor.
4. (e)arly in the afternoon, (m)iss (j)ackson told her supervisor that she had an early appointment to see (d)r. (b)ronstein.

Self-Check Test 3-1 (B)

1. (d)id (f)ather ask (u)ncle (g)eorge to invite your aunt?
2. (h)is father asked my uncle to invite (a)unt (a)gatha.
3. (t)he head nurse told (m)r. (b)rown that he should see (d)r. (h)ampton.
4. (s)he told (m)rs. (w)atson that the doctor was out.
5. (m)y mother and (I) shall be visiting (a)unt (m)ary this afternoon.
6. (t)he superintendent discussed the matter with (m)iss (p)eterson, the principal.

Self-Check Test 3-2 (A)

1. (w)inter (n)ews is the title of a collection of poems by (j)ohn (h)aines, the famous (a)laskan poet.
2. (m)any (j)ewish members of the community will be visiting relatives in (I)srael this summer.
3. (m)y father and (I) will spend the (l)abor (d)ay weekend with your aunt and uncle.
4. (l)ast (m)onday, the manager announced that the store would be closed for repairs during (m)arch and part of (a)pril.
5. (d)id you know that (f)rank's mother can speak (e)nglish, (I)talian and (g)reek?
6. (h)e always spends part of the autumn and the entire winter at (u)ncle (c)harlie's ranch in (t)exas.

Self-Check Test 3-2 (B)

1. (o)n (t)hursday morning, (m)r. (m)organ, the superintendent, announced that he will be retiring next spring.
2. (m)y uncle has just bought himself a copy of (s)ee (e)urope on (t)en (d)ollars a (d)ay, a book by (p)aul (j)ones.
3. (a) well-known (a)merican doctor operated on (j)ohn's father.
4. (t)he manager announced that the store will be closed on (n)ew (y)ear's (d)ay.
5. (m)y aunt and (I) started studying (s)panish during the fall of 1971.
6. (t)he letter notified (a)unt (e)thel that her next (g)erman lesson would be on (w)ednesday, (j)anuary 18.

Self-Check Test 3-3 (A)

1. Does this river flow into the norton sound?
2. Does the post river flow into a lake?
3. She used to attend a high school in palmer.
4. After she had graduated from high school, joyce worked for a year at a bank in homer.
5. He has an account at the bank of alaska, and his wife has an account at the alaska national bank.
6. While they were in vancouver, british columbia, they stayed at the devonshire hotel.
7. While she was in france, she stayed at several expensive hotels.
8. If you need more information, write to the department of mines and natural resources.
9. If you are in juneau during the thanksgiving day holiday, we shall take you to glacier bay national monument.
10. After they had sold their house on behrend avenue in juneau, they moved to nondalton.

Self-Check Test 3-3(B)

1. My aunt and i stayed at the hotel fort garry while we were in kamloops during our christmas vacation.
2. From early in the summer until late in the autumn, uncle harry stayed with my mother and my father at their cabin near lake minchumina.
3. A small river runs through aunt angela's property on kodiak island.
4. Next spring, mr. wilson's nephew will be taking a course at banana community college.
5. He hopes to receive an answer from the alaska department of education before the end of june.
6. If jack could speak french, he would have a better chance of getting a job in this department.
7. several american journalists attended the game between seattle and oakland at the kingdome on tuesday night.
8. In addition to their places of business on portage avenue and on broadway, they now have a store in a new building on smith street.
9. He works at payless during the day and attends classes at night school during the evening.
10. Before she was hired by sears in anchorage she had spent a year teaching at a junior high school in nevada.

Address _____ Name _____

Assignment 4: Worksheet 3
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher at the C/S office.)

The following exercise reviews everything that has been covered in this chapter. Do it very carefully.

Directions: Circle each letter that should be capitalized.

1. Last year mrs. graham spent thanksgiving day with her daughter-in-law in iliamna.

2. Last spring, the principals of three anchorage high schools drafted a letter to the alaska department of education.

3. On thursday evening, your aunt and my mother went to a restaurant that is famous for its mexican cooking.

4. She went to the store to buy a dozen apples, a loaf of wonder bread and a jar of jelly.

5. He will spend the summer in norway and the fall in either france or italy.

6. During the spring, uncle frank spent many hours on the chilkoot trail taking photographs of squirrels and chipmunks.

7. The congo, which flows into the atlantic ocean, is one of the most important rivers in africa.

8. The assistant manager said that the next shipment of english and french novels would be arriving in july.

9. His wife works as a cocktail waitress in the lounge at the anchorage westward hotel, and his sister is a nurse at providence hospital.

10. Someone from the library telephoned dr. dobson to notify him that his copy of east of eden had arrived.

11. Several american dentists have attended the last few meetings held by canadian dental health association at 89 wellinton st., toronto, ontario.

12. Your uncle always received birthday cards, christmas presents, and father's day gifts from his children.

MAIL THIS IN WITH YOUR UNIT I TEST.

Review

You are almost ready to take the test over Unit I. You should review all of the material assigned for this unit. You might want to take the Self-Check Test (B) for each assignment. This would give you some extra review. Also, read and study your answers to the worksheets very carefully.

Your test will consist of four parts. They will be:

Part I: Identifying subjects and verbs
Part II: Identifying sentences and fragments
Part III: Capitalizing words
Part IV: Writing answers to questions from "The Lady or the Tiger?"

When you feel you are ready to take the test for Unit I, ask your supervisor to give you Unit I Test.

Preparation for Mailing

When you have completed the assigned work, the worksheets 1, 2, and 3 and Unit I Test, give these to your supervisor who will mail them in for grading.

Next

Begin work on Unit II.

UNIT II

LESSON 4

ASSIGNMENTS:

1. End Punctuation
2. Tape: "Case of the Speckled Band"
3. Bar and Line Graphs
4. Circle and Picture Graphs
5. Worksheet 4

OBJECTIVES: The student will be able to:

1. use the period, the question mark or the exclamation point correctly at the end of a sentence.
2. take notes while listening to a taped recording of a story.
3. interpret and construct bar, line, circle and picture graphs.

Lesson 4

Assignment 1: End Punctuation

OBJECTIVE: The student will be able to use the period, the question mark or the exclamation point correctly at the end of a sentence.

Punctuation marks that come at the ends of sentences are your clues to how things are being said.

> Punctuation Rule #1: When you tell something or give a command, you put a period at the end of the sentence.

Example

This is a good day. (statement)

> Punctuation Rule #2: When you ask a question, you put a question mark at the end of the sentence.

Example

This is a good day? (doubt)

> Punctuation Rule #3: When you want to show strong feeling, you put an exclamation mark at the end of the sentence.

Example

This is a good day! (excitement)

Take Self-Check Test 4-1(A) which follows.

Self-Check Test 4-1(A)

Directions: Read the following sentences carefully. Place periods, question marks, and exclamation points where needed.

1. We thought you would arrive this morning
2. Would it be possible to ship this today
3. What a beautiful sight
4. Tom was in Seward last week, wasn't he
5. Would you call me before Saturday
6. What type of work do you like to do

Check your answers with the Key which is located at the end of this lesson. If you did not miss any of the above sentences, go on to Assignment 1.

- BUT -

If you missed even one sentence, review Assignment 1 and take Self-Check Test 4-1(B).

Self-Check Test 4-1(B)

Directions: Read the following sentences carefully. Place periods, question marks, and exclamation points where needed.

1. That is terrible
2. When will you go home
3. Paul went to Hawaii
4. I had a nice time
5. Have you seen my keys
6. Give me a pen

Check your answers with the Key.

Go on to Assignment 2.

Lesson 4

Assignment 2: Take notes while listening to taped recording of "Sherlock Holmes in the Case of the Speckled Band"

Objective: The student will be able to take notes while listening to a taped recording of a story.

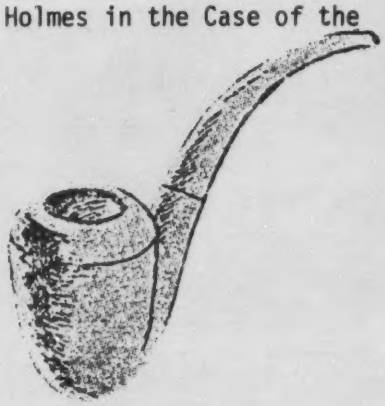
Today, you need to listen. You should get the tape that is included with your materials and listen to it. As you listen, have a piece of paper and a pencil handy. Take notes about things that you feel might be worth remembering. If you have trouble keeping up, shut off the cassette recorder, write what you want to write and then turn the recorder on again. As you get further into the tape, you'll find you are able to take notes and listen too. Your notes will come in handy as you do the worksheet for Unit 4.

Taking notes sometimes seens like a waste of time. However, you will probably find that the time spent on taking notes now is very well spent when you start to review for your test. You won't have to go back and "dig" for something you've forgotten.

Today your notes will be taken as though you were listening to someone give a talk. Don't try to copy everything. Don't try to use the person's words. Use your words. Make your notes short. If you don't, you'll find it easier to listen to the tape again. As you listen, don't talk yourself into believing you'll remember something. Jot it down anyway.

After you have listened to the tape and made notes of what was said, read the notes again. Did you put down facts that were important to you? Do your notes make sense to you? Good. They'll be very useful when you work on the worksheet for this lesson.

Now listen to the tape entitled "Sherlock Holmes in the Case of the Speckled Band."

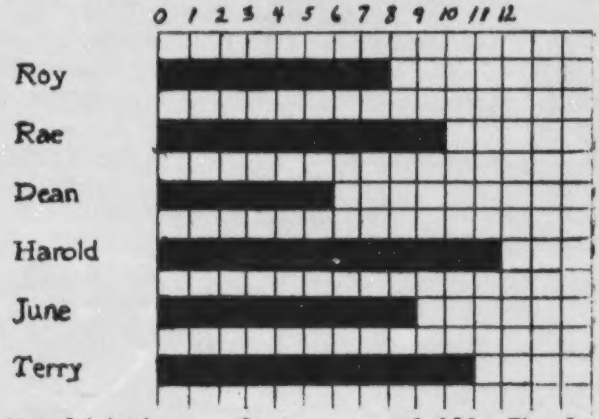


Lesson 4

Assignment 3: Graphs (Bar and Line)

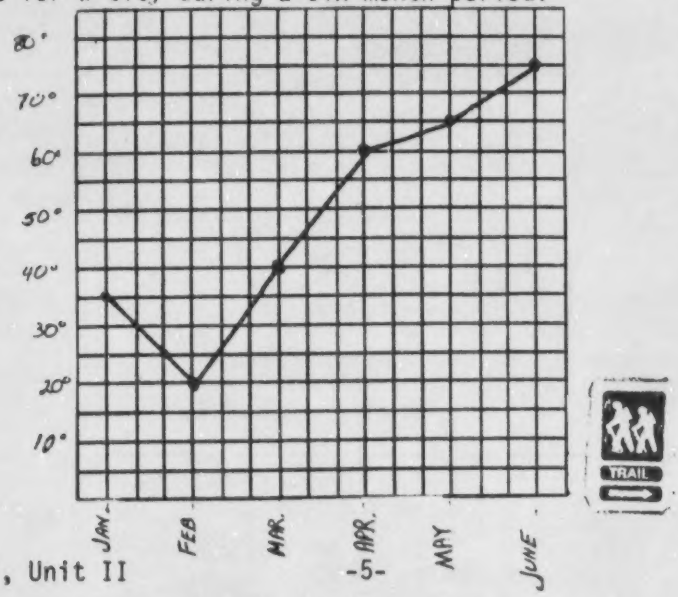
Objective: The student will be able to read and interpret simple graphs.

Below is an example of what is known as a bar graph. This bar graph shows the number of problems each of the six pupils had correct on an arithmetic test.



Can you see that Harold had a perfect score of 12? The lowest score was a 6, wasn't it?

In addition to bar graphs, there are graphs that show differences by using lines. The line graph given below shows the average monthly temperature for a city during a six-month period.



Lesson 4

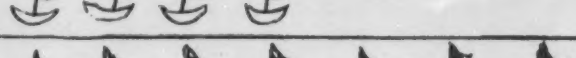
Assignment 4: Graphs (Circle and Picture)

Objective: The student will be able to read and interpret simple graphs.

As promised, today we'll talk about circle graphs and picture graphs. First, look at the circle graph below. The circle would show the total (100%) number of things to be shown. Here we are showing students in a high school sports program. No students participate in more than one sport. There were 195 students who took part in some sport.

STUDENT PARTICIPATION IN SPORTS

A picture graph is one that uses pictures to stand for a specific amount of the thing you want to represent. For example, let's say you want to show how many boats came into a harbor from 10:00 A.M. to 1:00 P.M. on a certain day. You could show this by making a picture graph such as this one.

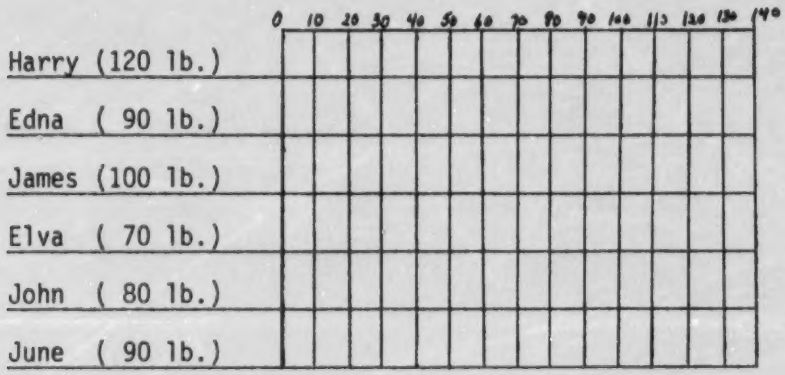
10:00 to 11:00	
11:00 to 12:00	
12:00 to 1:00	

1 = 3 boats

Take Self-Check Test 4-4(A) which follows.

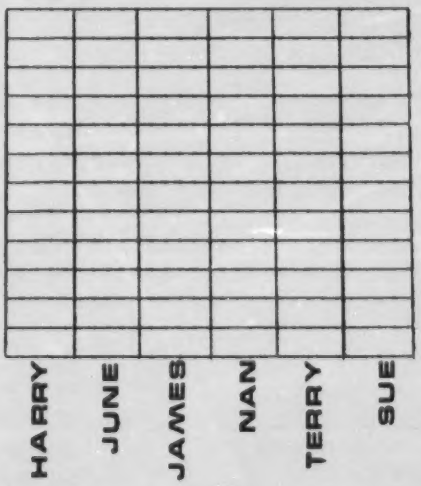
Self-Check Test 4-4(A)

A. Show the weight of each pupil listed below by using a bar graph. Let each small square represent 10 pounds.



B. Make a line graph showing the number of words six seventh grade pupils spelled correctly in a test of 50 words.

Harry 35
June 50
James 25
Nan 45
Terry 40
Sue 40

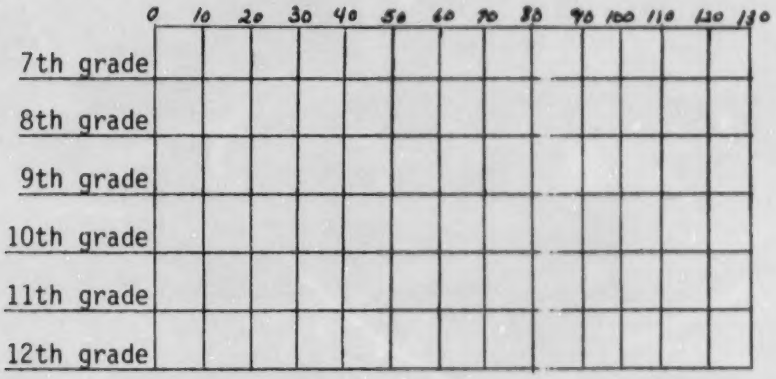


If you had trouble constructing these graphs you might like to try Self-Check Test 4-4(B).

Self-Check Test 4-4(B)

A. Construct a bar graph for the Alden Junior-Senior High School enrollment. Let each small square represent 10 students.

7th Grade--125 pupils	10th Grade--110 pupils
8th Grade--105 pupils	11th Grade-- 95 pupils
9th Grade--115 pupils	12th Grade-- 80 pupils



B. The line graph below shows the grades earned by Harry Lewis while he was an eighth grade pupil in the Oakdale Junior High School. Write Harry's grade on the line after the name of each subject.

Mathematics _____

English _____

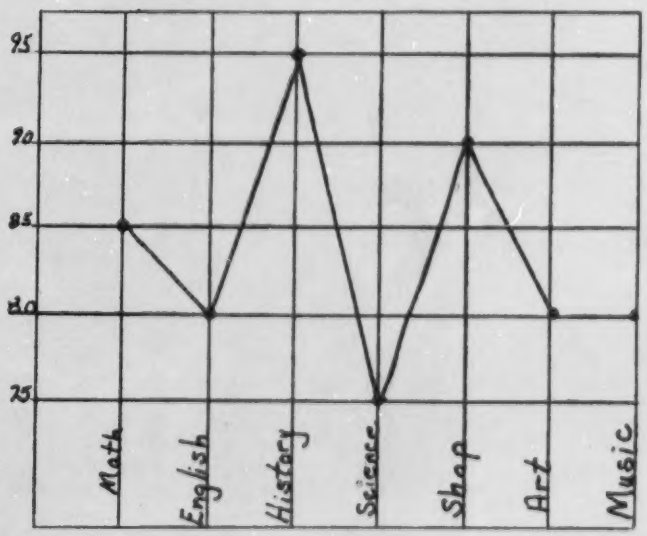
History _____

Science _____

Shop _____

Art _____

Music _____



ANSWER KEY TO SELF-CHECK TESTS
- Lesson 4 -

Self-Check Test 4-1(A)

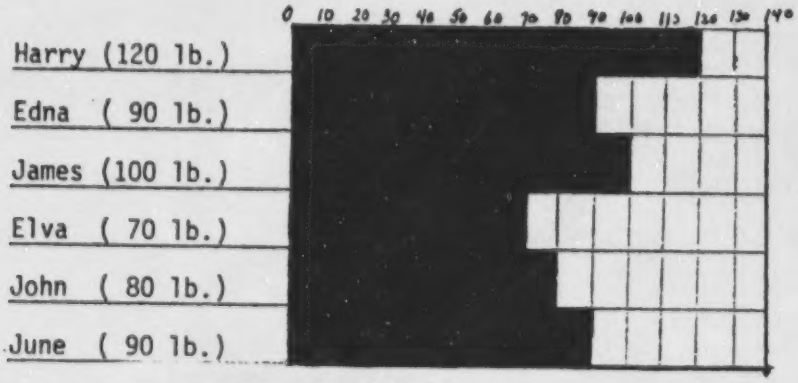
1. We thought you would arrive this morning.
2. Would it be possible to have this shipped today?
3. What a beautiful sight!
4. Tom was in Seward last week, wasn't he?
5. Would you please call me before Saturday?
6. What type of work do you like to do?

Self-Check Test 4-1(B)

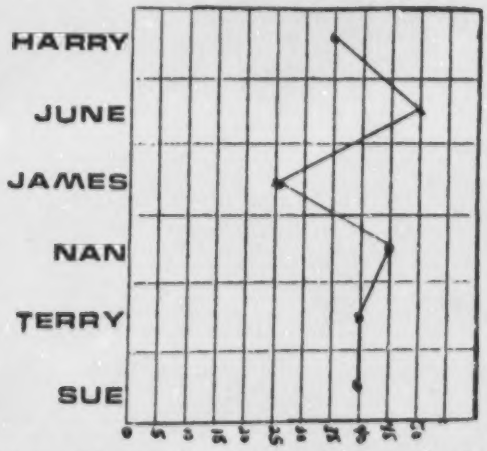
1. That is terrible!
2. When will you go home?
3. Paul went to Hawaii.
4. I had a nice time.
5. Have you seen my keys?
6. Give me a pen.

Self-Check Test 4-4(A)

A.

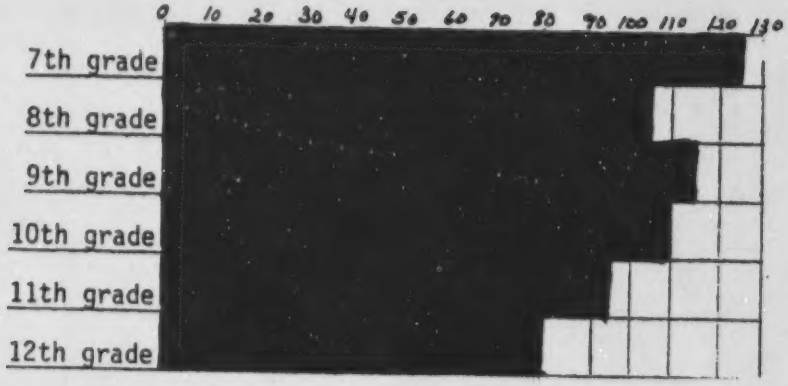


B.



Self-Check Test 4-4(B)

A.



B.

Mathematics	85
English	80
History	95
Science	75
Shop	90
Art	80
Music	80

ADDRESS _____ NAME _____

Lesson 4

Assignment 5: Worksheet 4
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher at the C/S office.)

A. Directions: Read the following sentences carefully. Place periods, question marks and exclamation points where needed.

1. Go home
2. Help
3. The answers are wrong
4. He went twice, didn't he
5. May I help
6. Get out of here
7. Doug came home
8. You're crazy
9. Where have you been
10. Put the box here

B. Directions: Answer the following questions about "The Speckled Band." (You may use your notes that you took while listening to the tape.)

1. With whom did Miss Stoner live after her mother's death? _____

_____

2. Who comes to visit Holmes after Miss Stoner? _____
3. Who stayed in Miss Stoner's room with Holmes? _____
4. Were the gypsies in on the murder? _____
5. What was the "speckled band"? _____

_____

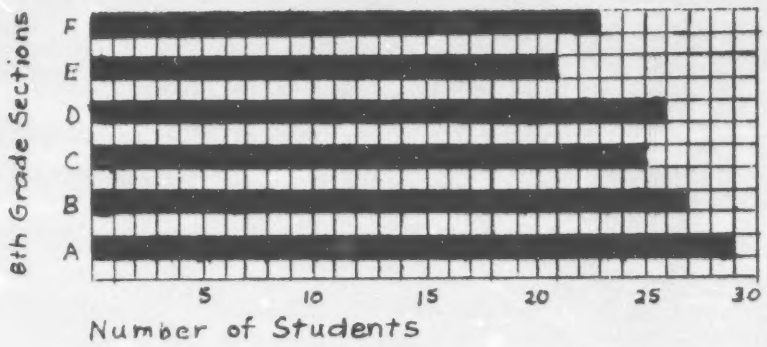
MAIL THIS IN WITH THE UNIT II TEST.

C. There are six sections in the Eighth Grade in the Elk Ridge High School. According to the graph below, how many students are there:

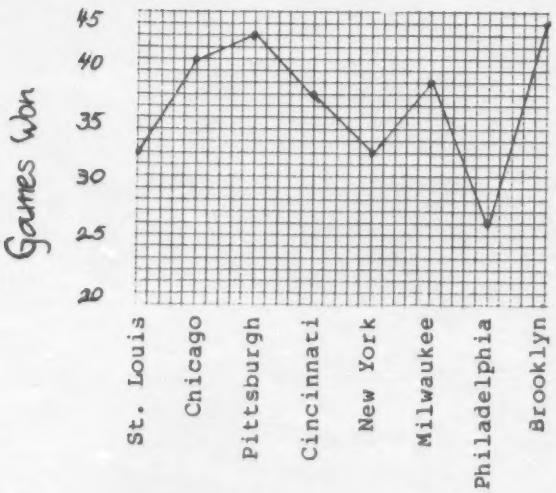
In section A? _____ In section D? _____

In section B? _____ In section E? _____

In section C? _____ In section F? _____



D. The graph below shows the number of games won by the National baseball teams in June during one season. Write the number of games won on the line after the name of each team.



St. Louis _____

Chicago _____

Pittsburgh _____

Cincinnati _____

New York _____

Milwaukee _____

Philadelphia _____

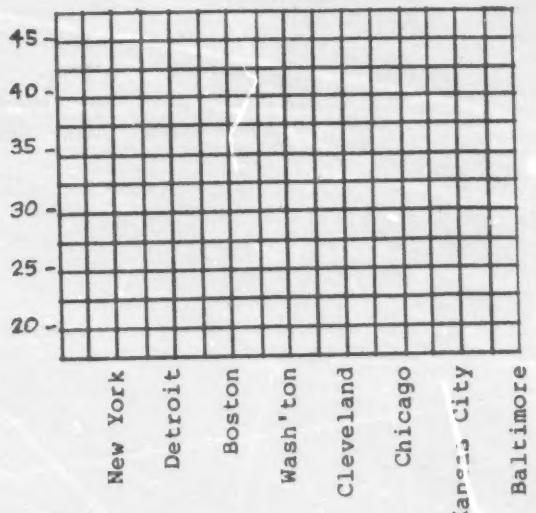
Brooklyn _____

MAIL THIS IN WITH THE UNIT II TEST

E. Make a bar graph using the following information.

By the end of June the teams of the American Baseball League had the following record:

	Won
New York	47
Detroit	41
Boston	42
Wash'ton	29
Cleveland	39
Chicago	35
Kansas City	24
Baltimore	23



MAIL THIS IN WITH THE UNIT II TEST

UNIT II

LESSON 5

ASSIGNMENTS:

1. Reading Improvement
2. Adjectives
3. Adverbs
4. Prepositional Phrases and Appositives
5. Worksheet 5

OBJECTIVES: The student will be able to:

1. increase reading rate while maintaining or bettering comprehension.
2. expand simple sentences by using adjectives.
3. expand simple sentences by using adverbs.
4. expand simple sentences by using prepositional phrases and appositives.

Lesson 5

Assignment 1: Reading Improvement

Objective: Student will practice improving reading rate while maintaining or bettering comprehension.

Before you read the story for today, study the thirteen reading hints below. Maybe you like to read. It would be a good idea to read the hints anyway. If you think you don't like to read, study these rules carefully. Then practice them as you read the story for assignment 1.

Read Better

1. Don't read words one at a time. Read groups of words. Reading one word at a time is very tiring. Force yourself to see more at a glance. You will notice an immediate increase in your reading rate.

2. Look for main ideas in your reading. This will aid in comprehension. Once you know what the main ideas are, you can skim over the little details.

3. Be word wise. A large vocabulary enables us to be a better reader. If you have to ponder over too many words, reading becomes a chore.

4. Force yourself to read faster. You will discover that you like to read.

5. You should move only your eyes when reading. Don't move your head like a typewriter carriage.

6. Try to keep from going back to read something you didn't quite get the first time. Also, reading at a faster rate will help. There is less time to daydream.

7. Don't move your lips when you read. Forcing yourself to read faster will eliminate this. (Moving your lips enables you to read only as fast as you speak--about 125 words per minute.)

8. Don't use rulers or cards to help you keep your eyes moving straight across the page.

9. In order to force yourself to read faster, set up a time schedule. Force yourself to read so many pages in an hour.

10. If you feel you are becoming tense, read at a slower pace.

11. Avoid pronouncing the words in your throat.

12. Some students "hear" the words they are reading. If you look for main ideas, you will overcome this problem.

13. Do a little thinking when you read. This will help you to enjoy the story.

Now, practice these rules. Read the following story. As you read, be sure that you look for the main idea of the work.

THE NIGHT THE INVADERS CAME
By Saki

In a thick forest in the middle of Europe, a man stood one winter night watching and listening. He seemed to be waiting for some beast of the woods to come in sight of him and his rifle. But the game he watched for so carefully was not the legal kind. Ulrich von Gradwitz patrolled the dark forest in search of human prey.

The Gradwitz forests were large and filled with animals of all kinds. Only the narrow strip of woods that lay on the outskirts of the forest was not very valuable, but it was the most carefully watched of all the owner's possessions.

A famous lawsuit in the days of his grandfather had caused the land to be taken away from his neighbor and given to the von Gradwitz family. The neighbor's family had never gone along with the judgment of the courts, and a long series of fights had destroyed the relationship between the two families for three generations.

The family feud had grown into a personal one since Ulrich had become head of his family. If there was any man in the world he hated it was Georg Znaeym, the neighbor, who stole his animals and raided the border forest.

The feud might have died down or been settled if the two men had not enjoyed hating each other. As boys, they had thirsted for one another's blood, and as men each prayed that the other would meet a horrible end.

This bitter and windy night, Ulrich had gathered his men together to patrol the dark forest, not for animals, but to keep a lookout for the thieves he thought must be coming from his enemies across the boundary.

Ulrich left his men and wandered far down the steep slopes into the wild tangle of undergrowth. He kept his eyes alert for any sign

of the invaders. If only on this wild night he would come across Georg Znaeym, man to man, with no witnesses--that was his dearest wish. And sure enough, as he stepped around the trunk of a huge tree, he came face to face with the man he was looking for.

The two enemies stood glaring at one another for a long, silent moment. Each had a rifle in his hand, each had hate in his heart and murder on his mind. The chance had come for each to act out the wish of his lifetime. But a man who has been brought up in civilization cannot easily shoot down his neighbor in cold blood, without saying a word. And while the men stood there trying to decide what to do, Nature's own violence took over.

A fierce shriek of the storm had been followed by a splitting crash over their heads, and before they could leap aside, a huge tree had thundered down on them.

Ulrich von Gradwitz found himself stretched on the ground. One arm was under him completely numb. The other was caught in a tangle of branches. Both legs were pinned under the fallen mass. His heavy boots had saved his feet from being crushed to pieces. But if his wounds weren't as bad as they might have been, at least it was clear that he couldn't move until someone came to let him out from under the fallen tree.

The twigs had cut his face, and he had to blink away some drops of blood from his eyelashes before he could look around and see what had happened. At his side, so near that he could have touched him (if he could have touched anything), lay Georg Znaeym. He was alive and struggling, but as unable to move as Ulrich. Georg was nearly blind from the blood that dripped across his eyes, but he stopped struggling for a minute to listen, and then he gave a short, snarling laugh.

"So you're not dead, as you should be, but you're caught anyway," he cried. "What a joke! Ulrich von Gradwitz caught in his stolen forest. There's real justice for you!" And he laughed again.

"I'm caught in my own forest-land," answered Ulrich. "When my men come to release us, you'll wish that you were anywhere but here!"

Georg was silent for a minute. Then he answered quietly. "Are you sure that your men will find anyone to release? I have men in the forest tonight too, close behind me, and they will be here first and do the releasing. When they drag me out from under these branches it won't be surprising if they roll this heavy trunk right over the top of you. Your men will find you dead--supposedly killed by a fallen tree. Just so things look right, I'll send my sympathy to your family."

"That's a good idea," said Ulrich fiercely. "My men had orders to follow in ten minutes, and when they get me out--I'll remember your idea. Only, since you were killing animals on my land, I don't think I have to send any message of sympathy to your family."

"Good," snarled Georg, "Good. We'll fight this out to the death, you and I and our men, with no intruders to come between us. Death to you Ulrich von Gradwitz."

"The same to you, Georg Znaeym, forest-thief, animal-thief."

Each man spoke knowing he might be the loser. Each knew that it might be a long time before his men would look for him and find him. It was only a matter of luck which group would find them first.

By now each man had stopped struggling to free himself from the mass of wood that held him down. Ulrich tried only to reach the wine flask in his pocket. When he finally reached it, it took him a long time before he could open it, or get any down his throat. But how good it tasted! The wine was warming and refreshing to the wounded man, and he looked across at his enemy with something almost like pity for his groans of pain.

"Could you reach this flask if I threw it over to you?" asked Ulrich suddenly. "There is good wine in it, and we might as well be as comfortable as we can. Let's drink, even if tonight one of us must die."

"But I can't see anything--there is so much blood dried around my eyes," said Georg. "And in any case, I don't drink wine with an enemy."

Ulrich was quiet for a few minutes, and lay listening to the wind. He had an idea, an idea that grew stronger every time he looked across at the man who was fighting against pain. In his own pain, Ulrich's old hatred seemed to be dying.

"Neighbor," he said, "do as you want if your men come first. It was a fair deal. But as for me, I've changed my mind. If my men are the first to come, you shall be the first to be helped, as though you were a guest in my home. We have quarreled all our lives over this stupid strip of forest, where the trees can't even stand up in a breath of wind."

"Lying here tonight, thinking, I've decided we've been fools. There are better things in life than winning a fight over a boundary. Neighbor, if you will help me to bury the old quarrel I--I will ask you to be my friend."

Georg Znaeym was silent for so long that Ulrich thought he had fainted from his injuries. Then he spoke, slowly and painfully.

"How everyone would stare and gossip if we walked into the market square together. No one alive can remember seeing a Znaeym and a von Gradwitz talking to one another as friends. And what peace there would be among our men. And if we choose to make peace among our people, no one can stop us, no intruders from outside...we could have feast days at each other's houses...I would never fire a shot on your land, unless you asked me first. I never thought I would want to do anything else but hate you all my life. But I think I have changed my mind about things too, this last half hour. And you offered me your wine flask...Ulrich von Gradwitz, I will be your friend."

For a time both men were silent, thinking about the wonderful changes that this new friendship would bring about. In the cold, gloomy forest, with the wind tearing and whistling around the trees, they lay and waited for the help that would free both of them. And each one hoped that his men might be the first to come so that he could be the first to show honor to the enemy that was now a friend.

After a while, as the wind dropped for a moment, Ulrich broke the silence.

"Let's shout for help," he said. "Maybe they'll hear us now that it's quiet."

"Our voices won't carry far through the trees," said Georg, "but we can try. Together, then."

The two raised their voices in a shout.

"Together again," said Ulrich a few minutes later, after listening for an answering call that never came.

"I think I heard something that time," said Ulrich.

"I heard nothing but the wind," said Georg hoarsely.

There was silence again for a while, and then Ulrich gave a joyful cry.

"I see something moving through the woods. They're following the way I came down the hillside."

Both men screamed as loud as they could.

"They hear us! They've stopped. Now they see us. They're running down the hill toward us," cried Ulrich.

"How many of them are there?" asked Georg.

"I can't see clearly," said Ulrich, "nine or ten."

"Then they're yours," said Georg. "I only had seven out with me.'

"They're coming as quickly as they can, brave boys," said Ulrich gladly.

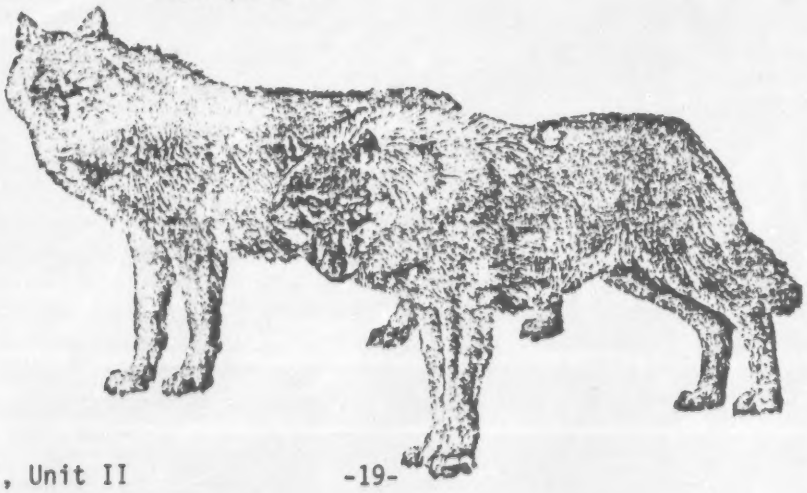
"Are they your men?" asked Georg. "Are they your men?" he repeated impatiently, as Ulrich did not answer.

"No," said Ulrich with a laugh, the idiotic laugh of a man crazy with fear.

"Who are they?" asked Georg quickly, trying to see what Ulrich tried not to see.

"Wolves."

Adapted from: "The Interlopers"



Assignment 2: Using Adjectives

Objective: The student will be able to expand simple sentences by using adjectives.

So far you've learned about three parts of speech. You learned that a noun or pronoun can be the subject of a sentence. You also learned that there is a verb in a sentence. Now you'll learn about another of the parts of speech, the adjective.

To write a proper sentence, you need only a subject with a verb, and a complete idea. For example, these are sentences:

Dog runs.
Children argued.
Man has eaten.
Girl was swimming.

While these sentences are complete, they are not very interesting. To make each sentence paint a clearer picture, we can add adjectives, words which describe nouns. With a few details, the sentences become more interesting. For example:

The large, black dog runs.
Two small, dirty children argued.
That hungry man has eaten.
The tall, slim, blonde girl was swimming.

Notice that when adjectives are used in a series, they are separated by commas.

Whenever any items are listed in a series, if the sentence would make sense with "and" between the items, use a comma. A comma is not needed, of course, if and, but or or is used.

> Adjectives: These are words that describe nouns. They answer the questions Which one? What kind? How many?

Some adjectives will come after the verb in the sentence. Although they are not before the subject, they still describe the subject and are still adjectives. Watch for adjectives after linking verbs such as hear, see, smell, taste, feel, am, are, is, was or were.

Examples

1. She is happy.
2. The candy tastes sweet.
3. The men were poor.

Here are some extra points about adjectives you should know.

1. The, a and an are always adjectives.
2. Proper nouns may be used as adjectives (Florida sunshine)

Take Self-Check Test 5-2(A) which follows.

Self-Check Test 5-2(A)

Directions: Underline the adjectives in these sentences. Then draw an arrow to noun or pronoun that the adjective modifies.

1. We saw the red car.
2. The tall trees cast shadows.
3. He is an American poet.
4. A fluffy, white cloud went by.
5. He is nice.

Check your answers with the Key which is located at the end of this lesson. If you found ten adjectives, go on to Assignment 3.

- BUT -

If you failed to find an adjective or did not draw an arrow to the correct noun, review the material and take the following test.

Self-Check Test 5-2(B)

Directions: Underline the adjectives in these sentences. Then draw an arrow to the noun that the adjective modifies.

1. Put the green chair here.

2. Are you the new girl?

3. A green frog hopped past.

4. That horse is wild.

5. Is that the Irish soldier?

Check your answers with the Key.

Go on to Assignment 3.

Assignment 3: Using Adverbs to Build Sentences

Objective: The student will be able to expand simple sentences by using adverbs.

To add still more to the sentences used as examples in Assignment 2, we can use adverbs to describe the verbs. Adverbs tell how, when, where and how much or how often something happens. Look at our basic sentences now.

The large, black dog runs happily everyday.

Two small, dirty children argued noisily outside.

That hungry man has eaten quickly.

Yesterday, the tall, slim, blonde girl was swimming awkwardly.

Adverbs are also used to describe adjectives or other adverbs. For example,

The extremely large black dog runs happily every day.

The small children argued very noisily.

That hungry man has eaten too quickly.

Yesterday, the tall, slim, blonde girl was swimming rather awkwardly.

> Adverbs: These are words that tell about verbs, adjectives or other adverbs. They answer the questions How? When? Where? How much?

Let's look again at the sentences.

1. The (how much?) extremely large (adj.), black dog runs (how?) happily (when?) every day.
2. Two small, dirty children argued noisily (where?) outside.
3. The small children argued (how much?) very noisily (adv.).

Take Self-Check Test 5-3(A) which follows.

Directions: Add at least 2 adjectives and 2 adverbs to each of the following sentences.

Rabbits hop.
Boy played.
Women are shopping.

You should have sentences something like these:

Soft, furry, white rabbits hop away quickly.

The tall, serious boy played very quietly.

Many hot, tired, elderly women are shopping downtown today.

If you feel you need more practice, take Self-Check Test 5-3(B).

Self-Check Test 5-3(B)

Directions: Add at least 2 adjectives and 2 adverbs to each of the following sentences.

Man came.
Cow went.
Mary sang.

_____

_____

_____

_____

_____

Assignment 4: Using Prepositional Phrases and Appositives to Build Sentences.

Objective: The student will be able to expand simple sentences by using prepositional phrases and appositives.

Another way to add interesting details is by using prepositional phrases. These are groups of words, usually three, which begin with a preposition and end with a noun or pronoun. Prepositions are little words like on, under, of, beside, from, to, with and up.

> Preposition: A preposition is a little word that connects a noun or a pronoun with another word in a sentence.

Prepositions

to	near	upon	except
in	out	until	beyond
at	with	across	underneath
by	through	along	before
for	into	against	toward
from	upon	during	behind
on	inside	below	around
like	outside	above	of
down	within	about	between
off	without	under	beneath
up	after	over	beside

Look at our original sentences expanded by propositional phrases.

The black dog runs happily in the backyard everyday.

The children from next door argued noisily on the street.

That hungry man at the coffee bar has eaten too quickly.

Yesterday, the blonde girl was swimming in the neighbor's pool.

Another way to add information to simple sentences is to use appositives. Appositives are groups of words which add information to the word they follow. They are always enclosed by commas. For example:

The dog, a black cocker spaniel, runs fast.

The children, John and Peter, argued noisily.

That man, a logger, has eaten too quickly.

The girl, a smashing blonde, was swimming.

Take Self-Check Test 5-4(A) which follows.

Self-Check Test 5-4(A)

Directions: Try adding prepositional phrases to the basic sentences you were working with:

Rabbits hop.
Boy played.
Women are shopping.

You should have sentences like these:

Rabbits hop <u>through the garden</u>.

The boy <u>in the sandbox</u> played <u>by himself</u>.

Women are shopping <u>with their children</u>.

Directions: Use appositives to add details to the basic sentences you were working with:

Rabbits hop.
Boy played.
Women are shopping.

Your sentences should look like these:

Rabbits, <u>a species of rodent</u>, hop.

The boy, <u>a cripple</u>, played alone quietly.

The women, <u>harried and tired</u>, are shopping.

For more practice, try the following test.

Self-Check Test 5-4(B)

Directions: Try adding prepositional phrases to the basic sentences you were working with:

Man came.
Cow went.
Mary sang.

Directions: Use appositives to add details to the basic sentences you were working with:

Man came.
Cow went.
Mary sang.

Go on to Assignment 5.

ANSWER KEY TO SELF-CHECK TEST
- Lesson 5 -

Self-Check Test 5-2(A)

1. We saw the red car.
2. The tall trees cast shadows.
3. He is an American poet.
4. A fluffy, white cloud went by.
5. He is nice.

Self-Check Test 5-2(B)

1. Put the green chair here.
2. Are you the new girl?
3. A green frog hopped past.
4. That horse is wild.
5. Is that the Irish soldier?

Self-Check Tests 5-3 (A and B)

Answers will vary.

Self-Check Tests 5-4 (A and B)

Answers will vary.

ADDRESS _____ NAME _____

Lesson 5

Assignment 5: Worksheet 5
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher at the C/S office.)

A. Directions: Put appropriate adjectives or adverbs into the spaces provided. Do not use the same adjectives or adverbs that are given below.

1. _____ the _____ boys ate _____, _____ apples.
2. _____ _____ people crowded into the _____ restaurant.
3. The _____ farmer chased _____, _____ cows.
4. The _____ _____ tree fell _____ and _____.
5. _____ _____ men are waiting _____.

Your sentences should look like the ones below.

Yesterday the young boys ate large, green apples.

Many hot, tired people crowded into the small restaurant.

The old farmer chased tired, young cows.

The old cedar tree fell quickly and heavily.

Four young men are waiting calmly.

B. Directions: Put in prepositional phrases to make the sentences more interesting.

1. The boy _____ is my brother.
2. Mary and Susan went _____.
3. All the people _____ wanted the same thing.
4. The farmer chased the cows _____.

5. _____ sat the young man.

Your sentences should look like the ones below.

The boy on the swing is my brother.

Mary and Susan went to the movie.

All the people at the beach wanted the same thing.

The farmer chased the cows out of his garden.

Beside the road sat the young man.

C. Directions: In this exercise you will use appositives to add details to the sentences. Put in appositives.

1. The car, _____, was noisy.
2. The captain, _____, made a mistake.
3. He gave it to his teacher, _____.
4. The girls, _____, sat in the sun.
5. His dinner, _____, left him feeling sick.

Your sentences should look like those below.

The car, an old Chev, was noisy.

The captain, a young man, made a mistake.

He gave it to his teacher, John Koole.

The girls, young and giggly, sat in the sun.

His dinner, a liquid one, left him feeling sick.

D. Write a paragraph describing your favorite part of "The Night the Invaders Came." Use another sheet of paper for your answer.

MAIL THIS IN WITH YOUR UNIT II TEST.

UNIT II

LESSON 6

ASSIGNMENTS:

1. Comparative and Superlative Forms of Adjectives and Adverbs
2. Comparative and Superlative Forms of Adjectives and Adverbs
3. Commas in a Series
4. Review
5. Unit Test II A

OBJECTIVES: The student will be able to:

1. select and use correct comparative and superlative forms of adjectives and adverbs.
2. correctly use commas with adjectives and adverbs in a series.

Lesson 6

Assignments 1 and 2: Comparative and Superlative Forms of Adjectives and Adverbs. (Take two days to do this assignment.)

Objective: The student will select and use correct comparative and superlative forms of adjectives and adverbs.

By now you've learned that adjectives are used to describe nouns. When an adjective or adverb describes a noun by comparing it to one other noun, use rul one and two below. When an adjective or adverb is used in comparing a noun to more than one other noun, use rules three and four.

Study and learn these rules:

Comparative

1. If an adjective or adverb has one syllable, add er for the comparative degree.

   Examples

   (adjectives)
   a. Paul is fast.
   b. John is faster than Paul

   (adverbs)
   a. Paul hits hard.
   b. John hits harder.

2. If an adjective or adverb has two or more syllables, use the word more before the adjective for the comparative degree.

   Examples

   a. She is intelligent.
   b. She is more intelligent than Jan.

Superlative

3. If an adjective or adverb has one syllable add est to form the superlative degree.

   Examples

   a. Tom is the fastest boy on the team.
   b. He is ther person nearest the door.

4. If an adjective or adverb has two or more syllables, use the word most before the adjective.

   Example

   He is the most clumsy of the clowns.

You will have to learn these. They do not follow the rules.

Positive	Comparative	Superlative
bad	worse	worst
ill	worse	worst
some	more	most
much	more	most
many	more	most
good	better	best
well	better	best
little	less	least
far	farther	farthest

Taks Self-Check Test 6-1, 2 (A) which follows.

Self-Check Test 6-1,2 (A)

Directions: In each blank, fill in the correct adjective or adverb.

	Positive	Comparative	Superlative
1.	tall	taller	_____
2.	good	_____	best
3.	_____	more intelligent	most intelligent
4.	handsome	_____	most handsome
5.	bad	worse	_____
6.	graceful	_____	most graceful
7.	_____	less	least
8.	grateful	_____	most grateful
9.	kind	kinder	_____
10.	well	_____	best

Check your answers with the Key. If you missed more than one, take Self-Check Test 6-1,2 (B). If you did not miss any, go on to Assignment 3.

Self-Check Test 6-1,2 (B)

Directions: Fill in the blank with the correct form of the adjective or adverb given in parenthesis.

Example: He ran (far) farther than I did.

1. She is (happy) _____ than Betty.

2. He is the (good) _____ swimmer of the two.

3. Ann did (well) _____ than Sue.

4. Hers was the (good) _____ paper in the class.

5. He has the (little) _____ money of the three boys.

Check your answers with the Key.

Go on to Assignment 3.

Assignment 3: Commas in a Series

Objective: The student will be able to use commas with adjectives and adverbs in series.

Commas are used to separate words in a sentence. They help make the meaning more clear. You may use them in place of the word and.

Examples

Hank and Mary and Sue went home.
Hank, Mary and Sue went home.

In the second sentence above there is no comma before the word and. You may omit this comma or put it in. (Hank, Mary, and Sue went home.)

Here is another example of how commas help to make the meaning more clear.

I had a strawberry cake and ice cream.

Did you have a strawberry cake or a strawberry and cake? Your sentence may need a comma.

I had a strawberry, cake and ice cream.

Here's another example:

Emma Lou Paul Allen and Jack came.

How many people came?

Emma, Lou, Paul, Allen and Jack came. (Here, five people came.)

Emma Lou, Paul, Allen and Jack came. (Here four people came.)

Words such as yes, no, why and well and names of people are followed by a comma.

Examples

Ann, where are you?
Yes, I am happy about that.
Well, I guess I will.

→ Commas are important!! ←

Take Self-Check Test 6-3 (A) which follows.

Self-Check Test 6-3 (A)

Directions: Put commas where they are required in the following sentences.

1. The dark deserted alley was a frightening place to be.

2. Dave why are you here?

3. The long silky brown hair indicated that the dog was well-groomed.

4. Hand me the brush paint and roller.

5. Did you buy apples grapes peaches and oranges?

6. The sun was shining on the dry flat open desert.

7. Why that's ridiculous!

Check your answers with the Key. You should have put in at least ten commas. If you missed one, find out why. Then try Self-Check Test 6-3 (B).

Self-Check Test 6-3 (B)

Directions: Put commas where they are required in the following sentences.

1. He had a long lazy swim.
2. Pat are you sure about that?
3. The horse was wet hungry and tired.
4. Bring in the wood the milk and the eggs.
5. Can she play tennis softball basketball and volleyball?
6. Her sad tired eyes told the story.
7. Is this yours Jack?

Check your answers with the Key.

Go on to Assignment 4.

ANSWER KEY FOR SELF-CHECK TESTS
- Lesson 6 -

Self-Check Test 6-1,2 (A)

Positive	Comparative	Superlative
intelligent	better	tallest
little	more handsome	worst
	more graceful	
	more grateful	kindest
	better	

Self-Check Test 6-1,2 (B)

1. happier
2. better
3. better
4. best
5. least

Self-Check Test 6-3 (A)

1. The dark, deserted alley was a frightening place to be.
2. Dave, why are you here?
3. The long, silky, brown hair indicated that the dog was well-groomed.
4. Hand me the brush, paint and roller.
5. Did you buy apples, grapes, peaches and oranges?
6. The sun was shining on the dry, flat, open desert.
7. Why, that's ridiculous!

Self-Check Test 6-3 (B)

1. He had a long, lazy swim.
2. Pat, are you sure about that?
3. The horse was wet, hungry and tired.
4. Bring in the wood, the milk and the eggs.
5. Can she play tennis, softball, basketball and volleyball?
6. Her sad, tired eyes told the story.
7. Is this yours, Jack?

Assignment 4: Review

Today you are to go over the material you've learned in the assignments for lessons 4-6. Review each assignment. Did one of them give you trouble? Look at it carefully. Is there anything you still don't understand? If there is, try to solve the problem now. Skim over the things you already know well.

Checklist:

_____1. I know how to use periods, question marks and exclamation marks correctly.

_____2. I know how to read a bar graph, a line graph, a circle graph and a picture graph.

_____3. I know how to use adjectives, adverbs, prepositional phrases and appositives to make better sentences.

_____4. I know how to use comparative and superlative forms of adjectives and adverbs.

_____5. I know how to use commas with adjectives and adverbs that are in a series.

Your test will consist of five parts. They will be:

Part I -- Punctuation Marks
Part II -- Bar Graphs
Part III -- Main Ideas in Stories
Part IV -- Modifiers
Part V -- Comparative and Superlative Degree

When you feel you are ready to take the test for Unit II, ask your supervisor for Unit II Test.

Preparation for Mailing

When you have completed the assigned work, the worksheets 4 and 5 and Unit II Test, give these to your supervisor who will mail them for grading.

Next

Begin work on Unit III.

UNIT III

LESSON 7

ASSIGNMENTS:

1. Contractions
2. Cede, ceed, or sede
3. Reading and Vocabulary
4. Reading and Vocabulary
5. Worksheet 7

OBJECTIVES: The student will be able to:

1. identify and use contractions correctly.
2. demonstrate the cede, ceed and sede spelling rule.
3. answer vocabulary questions about a given story.

Lesson 7

Assignment 1: Contractions

Objective: The student will be able to identify and use contractions correctly.

KEEP RIGHT

We use contractions all the time in our speech and writing. Contraction means a shortened form of two words.

Example: did not didn't

As you can see in the contraction "didn't" the apostrophe is put where the letter "o" is left out. The apostrophe is put in to show where letters have been left out. Study these common examples.

long form	contraction
I am	I'm
are not	aren't
does not	doesn't
is not	isn't
he will	he'll
they will	they'll
I have	I've
he would	he'd
I would	I'd
there is	there's
who is	who's
it is	it's
you are	you're
you have	you've

A good way to see if you understand contractions is to see if you can write the long forms of words that have been shortened. We use contractions when we speak. We have a tendency to shorten words. For example, we are more likely to say, "I'll go," instead of "I shall go."

If you look carefully at the list of contractions above, you'll see that there are seven ways of showing contracted verbs. They are:

'm.....am
n't.....not
'll.....will or shall
've.....have
'd.....would
's.....is
're.....are

Take Self-Check Test 7-1 (A) which follows.

Self-Check Test 7-1 (A)

Directions: Write the long form of each of the underlined.

1. Where's he going and what's he doing?

   _____ _____

2. Aren't you going to Mary's party?

   _____

3. You've time to fix dinner.

   _____

4. He's going home and she's staying here.

   _____ _____

Directions: Write the contraction for each of the underlined words in the sentence.

5. You will have to wait for your dinner because I am going to the store. _____ _____

6. Do not hurry back because she is in no hurry to get it.

   _____ _____

7. You have got to get going or you are going to be late for the movie.

   _____ _____

8. I would go if I knew you would be there.

   _____ _____

Check your answers with the Key which is located at the end of this lesson. If you get at least twelve correct, go on to the next assignment.

WRONG WAY - BUT -

If you missed more than two of the contractions, look at page 2 again and take Self-Check Test 7-1 (B).

Self-Check Test 7-1 (B)

Directions: Write the long form of each of the underlined.

1. It's time to go, they're ready.

   _____ _____

2. When we're at the hockey game, we've got to have warm clothes.

   _____ _____

3. Jim's going to see their mother if she's at home.

   _____ _____

4. They've got the money, so they should've bought the tickets.

   _____ _____

Directions: Write the contraction for each of the underlined words in the sentence.

5. There is a new couple on our block. They are not very friendly.

   _____ _____

6. I have not gone and I will not go anywhere in that car!

   _____ _____

7. I am sure you will pass the test.

   _____ _____

8. Mary is not coming. We are going on ahead.

   _____ _____

Check your answers with the Key.

Go on to Assignment 2.

Assignment 2: Spelling cede, ceed or sede.

Objective: The student will be able to recognize and use the cede, ceed or sede spelling rule.

Learning to spell words that have the "seed" sound at the end is not as hard as you'd think.

Learn these three rules and your problem will be solved:

1. The only word that ends in sede is supersede.
2. There are only three words that end in ceed. They are succeed, exceed, and proceed.
3. Any other word ends in cede.

Stop right now and tell yourself that you're going to be a better speller. It's not going to be hard. Learn these spelling rules that are presented to you, study the prefixes and suffixes that will come later, use your dictionary and practice the following drill.

1. Study your word.
2. Say it aloud.
3. Tell what it means.
4. Spell it aloud.
5. Write the word.

Take Self-Check Test 7-2 which follows.

Self-Check Test 7-2

Directions: Add sede, ceed or cede.

1. con_ _ _ _
2. suc_ _ _ _
3. pre_ _ _ _
4. re_ _ _ _
5. super_ _ _ _
6. pro_ _ _ _
7. inter_ _ _ _
8. ex_ _ _ _
9. se_ _ _ _

As with all spelling assignments, there is no second test. If you missed even one of these, you should go back, study the rule again and see where you made your mistake. Then, go on to Assignment 3.

Assignment 3: Reading and Vocabulary

Objective: The student will be able to read a given story and complete the vocabulary practice that follows.

Today you're going to read a part of a great tale by Edgar Allan Poe. Poe led a hard life. When he was two, his father had to ask the John Allan family to take care of Edgar. The Allans gave him a good education. However, Poe seemed to look for trouble. He went into debt. He joined the army, but was told to leave. His wife died soon after they were married. He was poor most of his life. Yet, Poe is known as "the father of the modern short story." As a writer, he succeeded. He is famous for his poetry and his short stories.

Now read this passage from "The Tell-Tale Heart." Then, answer the questions that follow it.

"The Tell-Tale Heart"

True!--nervous--very, very dreadfully nervous I had been and am! but why will you say that I am mad? The disease had sharpened my senses not destroyed--not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken? and observe how healthily--how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain: but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! Yes, it was this! One of his eyes resembled that of a vulture--a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees--very gradually--I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded--with what caution--with what foresight--with what dissimulation I went to work!

I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it--oh, so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed,

closed, so that no light shone out, and then I thrust in my head. Oh you would have laughed to see how cunningly I thrust it in! I moved it slowly--very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha!--would a madman have been so wise as this? And then, when my head was well in the room, I undid the lantern cautiously, oh, so cautiously --cautiously (for the hinges creaked)--I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights--every night just at midnight--but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he had passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

from "The Tell-Tale Heart" (by Edgar Allan Poe)

Directions: In the blank space, write the letter of the choice that best completes the statement.

1. The narrator (the one who tells the story) is _____.

   (A) dreadfully nervous
   (B) mad
   (C) not too talkative

2. The narrator says that he has a very fine sense of _____.

   (A) hearing
   (B) sight
   (C) smell

3. The old man, according to the narrator, _____.

   (A) is a poor sleeper
   (B) has some money
   (C) has insulted the narrator

4. On each of his seven attempts to kill the old man, the narrator finds _____.

   (A) the door locked
   (B) the old man awake
   (C) the eye closed

5. The narrator _____.

(A) wishes the old man were alive again
(B) is not capable of constructing and carrying out a detailed plan
(C) wants us to believe that he is perfectly sane

How can you arrive at the right answers to reading questions like those you have just answered? There is one rule: *Never guess!!!* The proof for each right answer is in the passage. Find it. Here's how.

Question 1: The narrator says he is "very, very dreadfully nervous," but as he continues to talk we realize that his condition is more serious. When he says, "I heard all things in the heaven and in the earth...I heard many things in hell," we know we are dealing with a madman. We are even more certain he is mad when he tells of his weird reason for wanting to kill the old man. We cannot say the narrator is "not too talkative" because he tells us everything. The answer, then, is (B) mad.

Question 2: The narrator says, "Above all was the sense of hearing acute." This proves that the answer is (A) hearing.

Question 3: The comment "For his gold I had no desire" suggests that the old man is not penniless. From what the narrator tells us, we know that the old man sleeps well and that he has not insulted the narrator. The answer, therefore, is (B) has some money.

Question 4: The statement "but I found the eye always closed" proves that the answer is (C) the eye closed.

Question 5: Such remarks as "How then am I mad?" and "would a mad man have been so wise as this?" prove that the answer is (C) wants us to believe that he is perfectly sane. The narrator's strong desire to rid himself of the old man's eye forever shows that answer (A) cannot be right. His detailed plan for the murder, plus the manner in which he proceeds to carry it out, proves that answer (B) is incorrect too.

Go on to Assignment 4.

Assignment 4: Reading and Vocabulary

Today you are on your own. All of the words you'll study were taken from the story that you read yesterday. First, look at the word in the left column. You are given the word, the pronunciation, and the part of speech. In the next column is the meaning of the word. Last, there is an example of how the word might be used in a sentence. All right!! Read and study the list.

Word	*Meaning*	*Typical Use*
acute (adj.)	1. keen; penetrating; sharp	Bloodhounds have a remarkably acute sense of smell.
	2. serious and demanding attention; urgent; critical	Many new homes must be built to ease the acute housing shortage.
conceive (v.)	take into the mind; think up; imagine	Stephenson conceived the idea for the steam engine by watching a boiling kettle.
gradually (adj.)	little by little; by degrees	When a tire develops a slow leak, the air escapes so gradually that you won't even notice it at first.
inquire (v.)	ask; seek information about	When I was ill, my friend called about every day to inquire about my health.
object (n.)	thing aimed at; purpose; aim	My object in calling you is to wish you a happy birthday.
observe (v.)	perceive by paying careful attention; see; notice; watch	By observing my woodworking teacher, I learned how to use a saw correctly.

Word	*Meaning*	*Typical Use*
passion (n.)	strong, overpowering feeling such as love, hate, fear, rage, anger, etc.	The woman spoke of her neighbors with such passion that anyone could see how much she hated them.
profound (adj.)	1. very deep; deep-seated	The daring rescue aroused our profound admiration.
	2. possessing insight (the power of seeing into a situation); discerning	This is an easy problem; you do not have to be very profound to solve it.
vex (v.)	bring trouble to; annoy	If our whispering vexes you, go to a quieter part of the library.
vulture (n.)	large, hawk-like bird of prey that feeds on dead animals	Vultures quickly found the carcass of the deer abandoned by the hunters.

Take Self-Check Test 7-4

Self-Check Test 7-4

A. Which of the two choices makes the sentence correct? Write the letter of the correct answer in the space provided.

1. I can see by your _____ that you are vexed.

   A. relaxed manner B. nail-biting

2. Don't _____; the situation is acute.

   A. delay B. rush

3. Inquire at the _____.

   A. fire exit B. information desk

4. Anyone who can explain how a nuclear submarine works cannot be too _____.

   A. profound B. shallow

5. Many young people seem to have no object in life. They _____.

   A. don't know where they are going B. never interfere

6. The change occurred so gradually that I _____ it at the very beginning.

   A. noticed B. did not notice

7. Mere _____ is not a passion.

   A. liking B. anger

8. Whoever conceived this must have had _____.

   A. remarkable eyesight B. a fine imagination

9. Observe what I am doing; do not _____.

   A. look the other way B. watch everything I do

10. By their feeding habits, vultures _____ pollution in our forests.

    A. contribute to help prevent

B. Directions: The meaning of each expression below can be found in the vocabulary list. Find that word and write it in the space provided.

Vocabulary List

observe
acute
profound
conceive
passion
vex
vulture
inquire
object
gradually

_____ 1. by degrees

_____ 2. perceive by paying careful attention

_____ 3. strong, overpowering feeling

_____ 4. take into the mind

_____ 5. thing aimed at

_____ 6. bird of prey

_____ 7. seek information

_____ 8. serious and demanding attention

_____ 9. very deep

_____ 10. bring trouble to

Check your answers with the Key.

Go on to Assignment 5.

ANSWER KEY TO SELF-CHECK TEST
- Lesson 7 -

Self-Check Test 7-1 (A)

1. where is, what is
2. are not
3. you have
4. he is, she is
5. you'll, I'm
6. don't, she's
7. you've, you're
8. I'd, you'd

Self-Check Test 7-1 (B)

1. it is, they are
2. we are, we have
3. Jim is, she is
4. they have, should have
5. there's, they're
6. haven't won't
7. I'm, you'll
8. Mary's, We're

Self-Check Test 7-2

1. concede
2. succeed
3. precede
4. recede
5. supersede
6. proceed
7. intercede
8. exceed
9. secede

Self-Check Test 7-4

A.
1. B
2. A
3. B
4. B
5. A
6. B
7. A
8. B
9. A
10. B

B.
1. gradually
2. observe
3. passion
4. conceive
5. object
6. vulture
7. inquire
8. acute
9. profound
10. vex

Address _____ Name _____

Lesson 7

Assignment 5: Worksheet 7
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher at the C/S office.)

A. Write the contractions for the following:

1. it is _____
2. let us _____
3. must not _____
4. we will _____
5. they had _____
6. will not _____
7. cannot _____
8. should not _____
9. John is _____
10. who is _____

B. Write the words that these contractions are formed from:

1. you'll _____
2. can't _____
3. he'd _____
4. they're _____
5. I'm _____
6. don't _____
7. who's _____
8. could've _____

C. Complete these:

1. Give one of the three words that end with ceed. _____
2. What word ends with sede? _____
3. Give five words that end with cede. _____

_____

_____

_____

_____

D. Use these words in five original sentences.

1. gradually_____

_____

2. vex_____

_____

3. acute_____

_____

4. object (n.)_____

_____

5. profound_____

_____

MAIL THIS IN WITH THE UNIT III TEST.

UNIT III

LESSON 8

ASSIGNMENTS:

1. Abbreviations
2. Borrowed Words
3. Similes and Metaphors
4. Double Negatives
5. Worksheet 8

OBJECTIVES: The student will be able to:

1. identify and use common abbreviations correctly.
2. identify and write similes and metaphors.
3. identify negatives in sentences and correct sentences that contain double negatives.

Assignment 1: Abbreviations

Objective: The student will be able to identify and use common abbreviations correctly.

Some words are used so often in daily life and business they have been shortened in spelling. These short cuts are called abbreviations. We see many of them every day. Examples: Dr.--Doctor, Mr.--Mister, yr.--year, in.--inch, hr.--hour.

(Notice that an abbreviation takes a PERIOD after it.)

Remember that all abbreviations take a period. Some, but not all take capitals. There is no rule that will apply to all. The best thing is to learn a list of common abbreviations. One rule to remember is that names of companies, months, days of the week and titles are capitalized. Here is a list of commonly used abbreviations for you to learn.

1. Common abbreviations:

A.D.	in the year of our Lord	a.m. or A.M.	before noon
B.C.	before Christ	bldg.	building
Co.	Company	c/o	in care of
C.O.D.	Cash on Delivery	dept.	department
e.g.	for example	etc.	and so forth
Is.	Island	hr.	hour
Mr.	Mister	I.O.U.	I owe you
m.p.h.	miles per hour	mo.	month
p.m. or P.M.	afternoon	P.O.	Post Office
p.	page	pp.	pages
P.S.	post script	U.S.	United States
R.R.	railroad	U.N.	United Nations
Rev.	Reverend	wk.	week
st.	street	Tues.	Tuesday
Mon.	Monday	Thurs. or Thur.	Thursday
Wed.	Wednesday	Fri.	Friday
Sat.	Saturday	Sun.	Sunday
Jan.	January	Feb.	February
Mar.	March	Apr.	April
Aug.	August	Sept.	September
Oct.	October	Nov.	November
Dec.	December		

2. Abbreviations to know when cooking and shopping: (Note that abbreviations for metric units do not have periods.

	Abbreviation	Example
cup	c.	1 c. flour
pint	pt.	2 pts. blueberries
quart	qt.	1 qt. milk
gallon	gal.	a gal. of milk
ounce	oz.	2 oz. whiskey
pound	lb.	1 lb. butter
dozen	doz.	1 doz. eggs
teaspoon	tsp. or t.	1 tsp. baking soda
tablespoon	tbsp. or T.	1 tbsp. salt
fluid ounces	fl. oz.	1 fl. oz. of water
liter	l	1 l of ice cream
kilogram	kg	2 kg of fish
gram	g	2400 g of sugar
milliliter	ml	450 ml toothpaste

3. Abbreviations to know when measuring and building:

inch	in.	2 in. nails
foot	ft.	2 ft. long
yard	yd.	1 yd. sand
net weight	nt. wt.	the nt. wt. was 10 lbs.
square yards	sq. yds.	2 sq. yds. concrete
pound(s)	lb., lbs.	5 lbs. shingle nails
pieces	pcs.	2 pcs. plywood
gallon	gal.	1 gal. enamel paint
centimeter	cm	28 cm long
meter	m	8 m drain pipe

4. Abbreviations to know when travelling and driving:

road	rd.	take the left rd.
highway	hwy.	Hwy. No. 3
mile	mi.	it is 2 mi. away
Railroad	R.R.	there is a R.R. sign
West	W.	First Ave. W.
Street	St.	Second St.
Avenue	Ave.	Central Ave.
kilometer	km	it is 10 km away

5. Abbreviations to know when filling out forms:

f.	female	m.	male
sing.	single	mar.	married
ht.	height	div.	divorced
mo.	month	no.	number
wt.	weight	yr.	year
tel.	telephone number		

6. Abbreviations to know when ordering from a catalogue:

approx.	approximately	C.O.D.	Cash on Delivery
T.V.	television	ea.	each
pc., pcs.	piece, pieces	pkg.	package
pr.	pair	S	Small
M	Medium	L	Large
XL	Extra Large	del.	delivered

Take Self-Check Test 8-1 (A) which follows.

Self-Check Test 8-1 (A)

1. Write the long form of these common abbreviations.

a. Dec. _____
b. Sun. _____
c. P.O. _____
d. Ave. _____
e. m _____
f. yr. _____
g. St. _____
h. doz. _____
i. T.V. _____
j. g _____

3. Without looking at the list of abbreviations, try to write the abbreviation for each of the given words.

a. post office _____
b. quart _____
c. September _____
d. Thursday _____
e. Cash on Delivery _____
f. afternoon _____
g. department _____
h. Reverend _____
i. gram _____
j. liter _____

Check your answers with the Key at the end of this lesson. You should have at least nineteen correct.

If you missed two or more, review and take the next Self-Check Test which follows.

Self-Check Test 8-1 (B)

1. Write the long form of these common abbreviations.

   a. Feb. _____

   b. Mon. _____

   c. hwy. _____

   d. c/o _____

   e. hr. _____

   f. lb. _____

   g. in. _____

   h. cm _____

   i. C.O.D. _____

   j. Dr. _____

1. Without looking at the list of abbreviations try to write the abbreviation for each of the given words.

a. year	_____	f. Road	_____
b. pieces	_____	g. square yards	_____
c. each	_____	h. dozen	_____
d. extra large	_____	i. meter	_____
e. kilometer	_____	j. pint	_____

Check your answers with the Key.

Go on to Assignment 2.

Address _____ Name _____

Assignment 2: Borrowed Words

You may do this assignment if you want to. You do not have to do it. However, if you decide to do it, and if you send it in with your worksheets and tests for this week, you'll get extra credit. How much extra credit? Well, if it's done perfectly, you'll get 5 points added to your Test grade. That's quite a bit. If you miss some, you'll get fewer points.

Directions: Listed below are words that have come to us from other languages. Using a dictionary, find out what language gave us the word. Then, write that word under the column of the language.

pagoda	waltz	capital	samovar	chrome
pizza	perfume	tea	macaroni	cigarette
wigwam	vitamin	balcony	skate	maize
ski	tundra	thermometer	papaya	biology
cigar	yacht	canyon	camera	bonus
geography	frankfurter	moccasin	rodeo	burro

Greek	Latin	French	Spanish	Indian

German	Danish	Russian	Chinese	Italian

MAIL THIS IN WITH YOUR UNIT III TEST

Assignment 3: Similes and Metaphors

Objective: The student will be able to identify and write similes and metaphors.

"He is a fox." Am I talking about a little four-footed animal? Maybe I'm not. Pretend we are talking about a young man who is very clever, and we are using a metaphor to describe him. A metaphor is a way of making a direct comparison between two things. I might say, "She is a flower." If I'm referring to a bright, happy person, then I have used a metaphor. She is not a rose or a daisy. However, I have compared her to a flower. My comparison lets you get an idea of how I see her.

> Metaphor: A metaphor is a comparison of two things that are different.

"He is like a fox." Here I have made a comparison too. Every word is the same except for the fact that I've added the word like. If I make a comparison of two different things and use the word like or the word as, then I have written a simile.

> Simile: A simile is a comparison of two things that are different by using like or as.

Is this a simile or a metaphor? "He acts like a monkey." Yes, it is a simile. I used the word like. "He is a monkey." Now, I've written a metaphor. I did not use like or as.

Take Self-Check Test 8-3 (A) which follows.

Self-Check Test 8-3 (A)

Directions: Write S for simile or M for metaphor before these.

_____ 1. The kitchen smelled like a bakery.
_____ 2. He is steady as a pump bolt.
_____ 3. "O, My Love's Like a Red, Red Rose"
_____ 4. She was a bird.
_____ 5. "Some men with swords may reap the field."
_____ 6. "To the reed is as the oak."
_____ 7. "Look like pearls upon a string."
_____ 8. "When they, pale captives, creep to death."
_____ 9. My love is a rose.
_____10. "He is like a ship that at anchor rides."

Check your answers with the Key at the end of Lesson 8. Did you miss too many? Did you get them all right? You might want to take Self-Check Test 8-3 (B) just for fun.

Self-Check Test 8-3 (B)

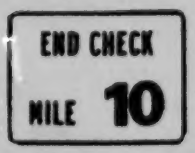
Directions: Write one original simile and one original metaphor.

Simile _____

_____

Metaphor _____

_____



Assignment 4: Double Negatives

Objective: The student will recognize negatives and will be able to correct sentences that contain double negatives.

A negative in English is a word such as hardly, scarcely, but, no, not, never, none, only, nothing and no one. You should never use two negatives together in a sentence.

Examples

(correct) There is no one at home.
(incorrect) There is not no one at home.

Not and no one are both negatives. Leave out the word not.

Are these correct?

"I haven't got no money," said Dan.
I don't scarcely know how to do it.
I didn't never go.

No, none of these is correct. All have double negatives. They should be written:

I have no money. --or-- I haven't any money.
I scarcely know how to do it.
I never went. --or-- I didn't go.

From time to time, we'll look at the incorrect way of saying things. It's as important that you learn this as it is to learn the correct way.

Negatives: Never use more than one negative in a sentence.

Self-Check Test 8-4 (A)

Directions: If the sentence does not have a double negative, put a + on the line. If it does, put a 0 on the line and rewrite the sentence, correcting the error.

___1. I can't hardly see you in this fog.

_____

___2. Paula never tried to play before this year.

_____

___3. There was no one left at the gate.

_____

___4. Aren't you never going with me?

_____

___5. There aren't no potatoes on the menu.

_____

Check your answers with the Key which is located at the end of this lesson. If you got all five correct, go on to Worksheet 8.

- BUT -

If you missed one of these, read page 22 again and take Self-Check Test 8-4 (B).

Self-Check Test 8-4 (B)

Directions: If the sentence does not have a double negative, put a + on the line. If it does, put a 0 on the line and rewrite the sentence, correcting the error.

___1. She didn't never say nothing.

_____

___2. There is no one better.

_____

___3. I can scarcely see you.

_____

___4. They know no happiness.

_____

___5. I never got none.

_____

ANSWER KEY FOR SELF-CHECK TESTS
- Lesson 8 -

Self-Check Test 8-1 (A)

1. a. December
   b. Sunday
   c. Post Office
   d. Avenue
   e. meter
   f. year
   g. Street
   h. dozen
   i. television
   j. gram

2. a. P.O.
   b. qt.
   c. Sept.
   d. Thur. or Thurs.
   e. C.O.D.
   f. p.m. or P.M.
   g. dept.
   h. Rev.
   i. g
   j. l

Self-Check Test 8-1 (B)

1. a. February
   b. Monday
   c. highway
   d. in care of
   e. hour
   f. pound
   g. inch
   h. centimeter
   i. Cash on Delivery
   j. doctor

2. a. yr.
   b. pcs.
   c. ea.
   d. XL
   e. km
   f. rd.
   g. sq. yds.
   h. doz.
   i. m
   j. pt.

Self-Check Test 8-3 (A)

1. S
2. S
3. S
4. M
5. M
6. S
7. S
8. M
9. M
10. S

Self-Check Test 8-3 (B)

Answers will vary.

Self-Check Test 8-4 (A)

0 1. I can hardly see you in this fog.
\+ 2.
\+ 3.
0 4. Are you never going with me?
0 5. There are no potatoes on the menu.

Self-Check Test 8-4 (B)

0 1. She never said anything. --or-- She said nothing.
\+ 2.
\+ 3.
\+ 4.
0 5. I got none. --or-- I never got any.

Address _____ Name _____

Lesson 8

Assignment 5: Worksheet 8
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher at the C/S office.

A. Circle the words that can be abbreviated in the paragraphs below. On the lines to the right, write the abbreviations.

On Tuesday, January 5, I had to go for a job interview with the Karlson Kandy Company. They needed a person to work in the stock department in their new building. I showed them my resume, listing personal data such as address, telephone number, age, height and weight. _____

I had also listed my previous experience in stock work for Harley Hawes Company. I got the job! _____

B. Write in full the word or words that each of these abbreviations stand for.

a. gal. _____ f. R.R. _____

b. U.S. _____ g. kg _____

c. misc. _____ h. e.g. _____

d. C.O.D. _____ i. ave. _____

e. yr. _____ j. oz. _____

C. Read the short biographical sketch that follows.

Babe Ruth was a famous baseball player. He was a pitcher and played in the outfield. He was the "Home Run King" until Hank Aaron broke his record of 714 home runs.

At the 1932 World Series, the fans of the other team started to boo Babe. The players on the other team teased him. Babe had two strikes and two balls on him. He stepped out of the batter's box and pointed

to centerfield. Then, he stepped up to the plate. The next pitch came. Babe Ruth did as he said he would. He hit a home run to the centerfield stands.

Directions: Pretend you were the baseball that Babe Ruth hit that day. Write an account of how you felt. Were you glad? Did it hurt? Were you scared? How did you feel? Your story should be at least fifty words long.

D. Write an original simile.

_____

E. Write an original metaphor.

_____

F. Put a + in front of the sentence if there is no double negative. Put an O there if there is a double negative. Rewrite the sentence that contains the double negative.

_____1. We have neither food nor water in the refrigerator.

_____

_____2. He hadn't bet a dollar.

_____

____3. Never listen to him no more.

_____

____4. He never did anything wrong.

_____

____5. I had better not go.

_____

MAIL THIS IN WITH THE UNIT III TEST

UNIT III

LESSON 9

ASSIGNMENTS:

1. Story: "The Diamond Necklace"
2. Troublesome Pairs
3. Worksheet 9
4. Review
5. Unit Test III A

OBJECTIVES: The student will be able to:

1. answer comprehension questions about a given story.

2. use the correct word in expressing an idea as opposed to using a popular expression in error.

Lesson 9

Assignment 1: "The Diamond Necklace"

Objective: The student will be able to read a given story and answer comprehension questions about the story.

As you read "The Diamond Necklace," remember some of the things you learned about better reading in Lesson 5. Practice them now. Yes, it is important that you get the facts from the story. However, it's also important that you force yourself to read faster. Try to avoid the bad habits mentioned earlier. Watch for the main idea of the paragraph.

Now read: "The Diamond Necklace" (page 77)
from Action Stories of Yesterday and Today

Notice that "The Diamond Necklace" is in quotation marks. This is because this is a story. Action Stories of Yesterday and Today is underlined because if is the title of a book. There is no second Self-Check Test.

Self-Check Test 9-1

A. Write an expression that would complete each sentence correctly.

1. Matilda was pretty and charming, but she was married to a _____.

2. Matilda said she had no _____ to wear with her new dress.

3. Matilda looked through the box quickly. She saw some bracelets, a string of pearls, and then a beautiful necklace of _____.

4. She was the envy of all women, and many men asked her the _____ of a dance.

5. "Oh, my poor Matilda! Mine were false. They were not worth more than _____ francs!"

B. Decide whether each of the following statements is true or false. Write T for true and F for false.

___1. Matilda's husband was in business for himself.

___ 2. Matilda's husband had enough money to buy his wife a new dress for the ball.

___ 3. Madame Forestier lent Matilda a pearl necklace.

___ 4. Matilda wore a fur cape over her new dress.

___ 5. Matilda's husband advertised in a newspaper for the lost necklace.

___ 6. Matilda wrote her friend a letter saying that she could not return the necklace immediately because she had broken the clasp.

___ 7. The Loisels had to borrow money at high rates of interest to buy a new necklace.

___ 8. It took the Loisels two years to repay the money they had borrowed.

___ 9. The new necklace was worth far less than the one that was lost.

___10. Madame Forestier did not recognize Matilda when they met on the street.

C. Write the letter of the definition in column II that most closely matches each word in column I.

I. Word	II. Definition
____ 1. humanly	A. inner desire to do right
____ 2. conscience	B. expensive things
____ 3. luxuries	C. a religious school for girls
____ 4. convent	D. within the power of a human being
____ 5. midst	E. the condition of being poor
____ 6. appropriate	F. slow to spend money
____ 7. economical	G. middle
____ 8. despair	H. a feeling of complete hopelessness
____ 9. francs	I. fitting; proper
____10. poverty	J. a type of French money

Check your answers.

Go on to Assignment 2.

Assignment 2: Troublesome Pairs

Objective: The student will be able to use the correct word in expressing an idea as opposed to using a popular expression in error.

Sometimes we hear words misused so much we begin to think that we are using them correctly when we're not. Below are nine pairs of words that are often confused with each other. Look carefully at the words. Study the differences. Find some "key" to make you remember when you use which word.

A. Leave means "to go away" (ex.) Leave me alone!
Let means "to allow" (ex.) Let me work alone.

B. Among with more than two things (ex.) He is among the winners.
Between with two things (ex.) He is between Bob and Mary.

C. Can shows ability (ex.) He can kick well.
May gives permission (ex.) You may go downtown.

D. Learn means "to get knowledge" (ex.) He will learn the rules.
Teach means "to give knowledge" (ex.) She will teach the class.

E. Their shows ownership (ex.) That is their dog.
There means "a place" (ex.) Put the box there.

F. Already means "by or before time" (ex.) He has already gone.
All ready means "all are prepared" (ex.) They are all ready to meet the president.

G. Accept means "to agree to" (ex.) I accept your invitation.
Except means "to leave out" (ex.) All my grades are good except math.

H. Beside means "next to" (ex.) Stand beside me.
Besides means "other than" (ex.) Besides you, four will come.

I. Alright: Do not use this spelling.
All right means "satisfactory" (ex.) I guess that will be all right.

Self-Check Test 9-2 (A)

Directions: Underline the correct spelling.

1. Is it (alright, all right) to go by bus?
2. He is (between, among) the two players.
3. (Teach, Learn) me to swim.
4. The guests had come (already, all ready)
5. Who will try (beside, besides) me?
6. (May, Can) I go with you?
7. Will you (let, leave) me do this?
8. Do not (accept, except) for me.
9. (There, Their) house is burning!
10. There was a lily (between, among) two roses.

You should have been able to get all of these correct. Check your answers with the Key. If you missed any, take Self-Check Test 9-2 (B). If you got them all right, do Worksheet 9.

Self-Check Test 9-2 (B)

Directions: Write an original sentence for each of these.

1. among: _____
2. between: _____
3. can: _____
4. may: _____
5. their: _____
6. there: _____
7. already: _____
8. all ready: _____

9. leave: _____

10. let: _____

Check your answers with the Key.

Go on to Assignment 3.

ANSWER KEY FOR SELF-CHECK TESTS
- Lesson 9 -

Self-Check Test 9-1

A. 1. poor clerk
2. jewelry
3. diamonds
4. favor
5. five hundred

B. 1. F
2. T
3. F
4. F
5. T
6. T
7. T
8. F
9. F
10. T

C. 1. D
2. A
3. B
4. C
5. G
6. I
7. F
8. H
9. J
10. E

Self-Check Test 9-2 (A)

1. all right
2. between
3. Teach
4. already
5. besides
6. May
7. let
8. accept
9. Their
10. between

Self-Check Test 9-2 (B)

Answers will vary.

Address _____ Name _____

Lesson 9

Assignment 3: Worksheet 9
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher at the C/S office.)

A. Number these in the order in which they happened in the story. The first thing that happened will be one. The last thing that happened will be 10.

_____ Matilda was popular at the party.

_____ Madame Loisel cried because she had nothing to wear.

_____ Madame Loisel meets Madame Forestier on a street.

_____ Ten years pass and the debt was paid off.

_____ The Loisels borrow money to buy an imitation.

_____ Monsieur Loisel brought home an invitation to a party.

_____ Madame Forestier tells Madame Loisel that the first necklace is fake.

_____ The Loisels rent a cheaper apartment and do extra work.

_____ Matilda discovers she's lost the necklace.

_____ Matilda went to her friend and borrowed a necklace.

B. Circle the word that is being defined.

1. Means "a place"	their	there
2. Means "satisfactory"	alright	all right
3. Means "to agree to"	accept	except
4. Means "all are prepared"	already	all ready
5. Means "other than"	beside	besides

MAIL THIS IN WITH UNIT III TEST

Assignment 4: Review

Today you are to review assignments 7-9. You will take your test over these tomorrow. If there is any part that is still confusing or that you've forgotten, read that section again. Go over your Self-Check Tests. Look at your worksheets. Remember, if you've done well all along, you should have no trouble with the test tomorrow.

Your test for Unit III will cover the following:

I. Contractions--Be sure you know the ways you contract words to their shortened form.

II. Abbreviations--You will be tested on your ability to abbreviate words and to expand abbreviations.

III. "Troublesome Pairs"--You should know the meanings of the words you studied in Assignment 2 of Lesson 9.

IV. Double Negatives--Just know the rule about two negatives in a sentence and you'll do fine.

V. The Stories--Study the vocabulary, characters and stories of "The Diamond Necklace" and "The Tell-Tale Heart."

VI. Similes and Metaphors--Know the difference in these two.

When you are ready to take Unit Test III, ask your supervisor to give it to you.

When you have finished everything for this unit, give everything that is to be mailed to your supervisor.

Begin work on Unit IV.

UNIT IV
Lesson 10

ASSIGNMENTS:

1. Building Compound Sentences
2. Subject/Verb Agreement
3. Subject/Verb Agreement
4. Subject/Verb Agreement
5. Worksheet 10

OBJECTIVES: The student will be able to:

1. join two simple sentences into a compound sentence correctly using
   a. co-ordinated conjunctions with a comma before the conjunction.
   b. a semicolon between the two sentences.

Lesson 10

Assignment 1: Building Compound Sentences

Objective: The student will be able to join two simple sentences into a compound sentence correctly using

a. co-ordinate conjunctions with a comma before the conjunction, or
b. a semicolon between the two sentences.

A CLAUSE is a group of words that contains both a subject and a verb. A clause is a SUBJECT-VERB set. The following is a single clause or subject-verb set.

S V
Jack went into the living room.

In this lesson you will be introduced to sentences that contain only one clause. A SENTENCE THAT CONTAINS ONLY ONE CLAUSE IS CALLED A SIMPLE SENTENCE. The following is an example.

S V
Harry spread the fertilizer on the front lawn.

Now, we'll add something to the above sentence. Is the resulting sentence still a simple sentence? That is, does it still contain only one subject-verb set?

S
During the early hours of the morning, Harry
V
spread fertilizer on the front lawn.

The above sentence is a simple sentence. It contains only one subject-verb set. The introductory word group During the early hours of the morning does not contain a subject and a verb.

Here is another sentence. Is this one a simple sentence?

Because of the bad weather, we cancelled the game.

In the above sentence, there is only subject-verb set, (subject: we) (verb: cancelled). Therefore, it is a simple sentence.

COMPOUND SENTENCES

Following are three pairs of clauses or subject-verb sets. Read them carefully. Does each state a complete thought by itself?

Frank works at Sears. Bob works at Wards.
Harry went to Savoonga. Valerie stayed in Gambell.
Will you go to the movies? Will you stay at home?

The answer is yes. Each of the above subject-verb sets states a complete thought by itself. Each of the six is a simple sentence.

Here are the three pairs again. In your mind, combine each pair of simple sentences into a single sentence, using the conjunction that appears in parentheses.

Frank works at Sears. Bob works at Wards, (and)
Harry went to Savoonga. Valerie stayed in Gambell. (but)
Will you go to the movies? Will you stay at home? (or)

The words and, but, and or can be used to combine two simple sentences into a single sentence. Here are the three pairs of simple sentences combined into single sentences.

Frank works at Sears, and Bob works at Wards.
Harry went to Savoonga, but Valerie stayed in Gambell.
Will you go to the movies, or will you stay home?

Each of the above sentences is a compound sentence.

REMEMBER

A COMPOUND sentence contains two simple sentences joined by a coordinate conjunction (and, but, or).

Examples

S V S V
John glared at his wife, and then he left the room.

(There are two simple sentences in this sentence. The sentence is a compound sentence.)

S V V
John glared at his wife and then left the room.

(This sentence is not compound because it consists of only one clause. There are two verbs in the sentence but they both have the same subject. The sentence consists of only one clause, and it is therefore a simple sentence. Study the difference here carefully.

RULE

In a compound sentence, place a comma before the conjunction (and, but, or).

Examples

S V
He turned off the television set, and then S V he went to bed.

(This is a compound sentence. Therefore, a comma is needed before the word and.)

S V
He turned off the television set and then V went to bed.

(This is not a compound sentence. Therefore, a comma should not be placed before the word and.)

ALTERNATE

Sometimes two simple sentences are combined into one compound sentence by using a semicolon (;) instead of using a comma and a conjunction. Usually this is done if the two sentences are of equal importance and deal with the same subject.

Examples

It is wrong to say all pirates did harm; some of them helped the poor.

Many sea robbers stole the treasure from other ships; then they sank the vessel.

REMEMBER: To combine two simple sentences you can use (,and) (,but) (,or), or you can use a semicolon (;) between the two.

Take Self-Check Test 10-1(A)

Self-Check Test 10-1(A)

A. Directions: Make good compound sentences by combining the following sentences with either a comma and conjunction or a a semicolon.

1. Your niece can go to the movies with my daughter. She can stay at home with me.

_____

_____

2. The youngest member of the team caught his left skate in the net. He fell on his face.

_____

_____

Self-Check Test 10-1(A) Continued

3. One of the men had asked for a raise in pay. He did not receive more money on his next check.

_____

_____

4. The buccaneers of old couldn't enter certain ports. The police would have placed them in irons.

_____

_____

B. Directions: Tell whether these sentences are simple or compound.

1. The foreman had asked for several volunteers, but he did not receive a reply from anyone in the room. _____
2. You may go by taxi or wait for the bus. _____
3. He applied for the job but did not get it. _____
4. Some of the milk has been spilled, and one of the glasses has been broken. _____
5. Big ravens have been swooping down and frightening children at Auke Bay School. _____
6. No children have been hurt by the birds, but the principal of the school has made a complaint to the police. _____

Check your answers with the Key which is located at the end of this lesson. If you got eight of the sentences right, start Assignment 2.

- BUT -

If you missed more than one sentence, review the material and take Self-Check Test 10-1(B).

Self-Check Test 10-1(B)

A. Directions: Make good compound sentences by combining the following sentences with either a comma and conjunction or a semicolon.

1. I am old. He is young. _____
2. He held her hand. They walked into the sunset. _____

_____

3. I didn't like the movie. My friend enjoyed it. _____

_____

Self-Check Test 10-1(B) Continued

4. You must stop. You will hurt someone. _____

_____

B. Directions: Tell whether the following sentences are simple or compound.

1. Are the deer wild, or have they been domesticated? _____
2. The principal has heard reports from several children but has received complaints from only one parent. _____
3. The police department or the local pound should take some action soon. _____
4. John disliked the coffee; he drank it anyway. _____
5. He has the ability, but he doesn't work very hard. _____
6. He had run to the house and saved the child. _____

Check your answers with the Key.

Go on to Assignment 2.

Lesson 10

Assignment 2: Subject-Verb Agreement (Is, Are, Was, Were, Has, Have)

Objective: The student will be able to demonstrate understanding that subject and verb must agree in number.

SUBJECT-VERB AGREEMENT

In this assignment, you will be tested on your ability to use correctly the forms of the verb to be (is, are, was, were) and the verb to have (has, have).

REMEMBER:

The word is is used with a singular subject.
The word are is used with a plural subject.

Examples

Mr. Johnson is in Tanana. He is in Tanana.

The bicycles are in the garage. They are in the garage.

REMEMBER:

The word was is used with a singular subject.
The word were is used with a plural subject.

Examples

The coffee was cold. It was cold.
The guests were late. They were late.

REMEMBER:

The word has is used with a singular subject.
The word have is used with a plural subject.

Examples

Mr. Johnson has a pipe. He has a pipe.
The cars have horns. They have horns.

REMEMBER:

When the word you is the subject of the sentence, the plural form of the verb (are, were, have) is used even if the word you refers to only one person.

Examples

(Notice that in the following sentences the word you could refer to one person (John) or to more than one person (John and Harry.)

You are late. (not is)
You were late. (not was)
You have done a good job. (not has)

Take Self-Check Test 10-2(A) which follows.

Self-Check Test 10-2(A)

Directions: Fill in the blank in each sentence with the correct word.

1. (is or are) Mr. Smith _____ an avid golf fan.
2. (is or are) They _____ in the living room.
3. (was or were) Harry _____ waiting for his wife.
4. (was or were) We _____ to do the job.
5. (has or have) Her parents _____ their house
6. (has or have) This magazine _____ some interesting articles in it.
7. (was or were) You _____ lucky to win.
8. (is or are) You _____ looking well.

Check your answers with the Key at the end of the lesson. You should have all of the answers right. If you don't, find out why and then try again with Self-Check Test 10-2(B).

Self-Check Test 10-2(B)

Directions: Fill in the blanks in each sentence with the correct word.

1. (is or are) Mr. Jenkins _____ in his office.
2. (has or have) They _____ no desire to attend the meeting.
3. (was or were) We _____ too tired to go to the party.
4. (has or have) Her husband _____ given up smoking.
5. (is or are) Her two brothers _____ interns at Bartlett Memorial Hospital.
6. (was or were) The carpenters _____ given a raise in pay.
7. (has or have) Our neighbors _____ just bought a cottage at the lake.
8. (was or were) You _____ the only one who knew the correct answer.

Check your answers with the Key.

Go on to Assignment 3.

Lesson 10

Assignment 3: Subject-Verb Agreement

Objective: The student will be able to demonstrate understanding that the subject and verb must agree in number.

When you are trying to make a subject agree with a verb, you might remember the following:

A plural noun often ends in s.
A singular verb often ends in s.
The singular noun (with no s) will require a singular verb (with s).
The plural noun (with s) will require a plural verb (with no s).

Examples

The boy looks sad.
The boys look sad.

Now take Self-Check Test 10-3(A)

Self-Check Test 10-3(A)

Directions: Write the correct word in the blank.

1. (plays or play) His two girls _____ soccer every Friday evening.
2. (makes or make) That mirror _____ the room seem larger.
3. (likes or like) Her parents _____ living in Liberty.
4. (goes or go) Our neighbors _____ to the movies at least once a week.
5. (enjoys or enjoy) My sister _____ watching documentaries.
6. (makes or make) Loud noises _____ him feel ill.
7. (writes or write) The boys _____ to me.
8. (bakes or bake) Mother _____ bread every day.
9. (tags or tag) The biologists _____ salmon on the river.
10. (drives or drive) Pat _____ to the post office daily.

Check your answers with the Key. If you got all of them correct, go on to Assignment 4.

-BUT -

If you missed one or more, study page 9 again and try to get all the sentences right on Self-Check Test 10-3(B).

Self-Check Test 10-3(B)

Directions: Write the correct word in the blank.

1. (puts or put) Tom _____ wood on the fire.
2. (plays or play) My uncle _____ professional baseball.
3. (makes or make) Dad _____ good pancakes.
4. (enjoys or enjoy) My brothers _____ wrestling.
5. (drives or drive) Mother _____ our snowmobile too.
6. (likes or like) His sisters _____ that type of music.
7. (sings or sing) The girl _____ with a choir.
8. (goes or go) Our friends _____ "outside" each year.
9. (hunts or hunt) John _____ in the Brooks Range.
10. (likes or like) Dave _____ it here.

Check your answers with the Key.

Go on to Assignment 4

Lesson 10

Assignment 4: Subject/Verb Agreement

Objective: The student will be able to demonstrate understanding that the subject and verb must agree in number.

In each sentence in the other lessons, the verb had only one subject.

Example Her parents like living in Tenakee. (The subject of the verb like is parents.)

In this lesson, sentences will contain more than one subject.

Example Frank and Edith like living in Tenakee. (The subject of the verb like are the words Frank and Edith.

When a verb has more than one subject, the subjects are joined by the word and or the word or.

Examples Mary and Bob are in the waiting room.
Mary or Bob is in the waiting room.

Look at the two sentences again. Notice that the first sentence has a plural subject and plural verb. Then, look at the next sentence. There, the verb (is) is singular. Why? This is because we are talking about Mary or Bob but not both together. One of them is in the waiting room.

Two or more singular subjects joined by the word and require a plural verb.

Example Harry and Sam walk to work every morning. (Both of them walk.)

Two or more singular subjects joined by the word or require a singular verb.

Example Harry or Sam walks with me to the college every morning. (Only one of them walks.)

Two or more plural subjects require a plural verb, no matter which word is used to join the subjects.

Examples My sons and my daughters wash the dishes after supper.
My sons or my daughters wash the dishes after supper.

Sometimes, a phrase comes between the subject and the verb.

Examples The father of those children owns a hotel. (The verb is the word owns. The person who owns the hotel is the father. Therefore, the subject of the verb owns is the word father.)

The sound of the children's voices makes Harry feel ill. (It is the sound that makes Harry feel ill. The subject sound is singular; therefore the verb must be singular. It would be wrong to use the plural verb make in the above example. Do not be fooled by the phrase of the children's voices.)

REMEMBER:

Always make the verb agree with the subject. Do not be fooled by a phrase that comes between the subject and the verb.

THE WORDS "ONE" AND "EACH"

The words one and each are always singular. These words are often used as the subjects of sentences. When they are used as subjects, they are often separated from the verbs by phrases.

Examples (Do not be fooled by the phrases that separate the words one and each from the verbs.)

One of those books is mine. (NOT are)

One of my brothers plays hockey. (NOT play)

Each of those glasses is cracked. (NOT are)

Each of the guests wants more wine. (NOT want)

Now, if you feel you know the material well enough, take Self-Check Test 10-4(A).

MORE STUDENTS HAVE TROUBLE WITH THIS AREA THAN ANY OTHER. BE CAREFUL!

Self-Check Test 10-4(A)

Directions: Write the correct word in the blank.

1. (goes, go) My aunt and uncle _____ to Florida every winter.
2. (locks, lock) He or she _____ the doors at closing time.
3. (was, were) The refrigerator and the stove _____ delivered this morning.
4. (looks, look) His mother or his sister _____ after the children while he is at work.
5. (visits, visit) Friends or relatives _____ her mother-in-law every Christmas.
6. (is, are) The color of those flowers _____ very unusual.
7. (needs, need) The curtains in this room _____ to be cleaned.
8. (was, were) A carton of cigarettes _____ lying on the kitchen table.
9. (write, writes) The author of these books often _____ columns for a local newspaper.
10. (has, have) The leaders of the group _____ been invited to meet the mayor.
11. (goes, go) One of those buses _____ to Mt. McKinley.
12. (was, were) Each of the contestants _____ given five minutes to work out the answer.
13. (gives, give) One of these books _____ information about summer vacations in Europe.
14. (is, are) One of those houses _____ for sale.

Check your answers with the Key which is at the end of the lesson. You should have all of them right. Did you? If so, go on to the next assignment which is Worksheet 10. If you missed even one on Self-Check Test 10-4(A), this would be a good time to review and get it right. Take Self-Check Test 10-4(B).

Self-Check Test 10-4(B)

Directions: Write the correct word in the blank.

1. (is, are) My brother, his daughter, and a friend _____ using our cabin this weekend.

2. (is, are) A record player or a television set _____ what he really wants for his birthday.

3. (spends, spend) Everyday, the manager and his secretary _____ hours arguing about trivial matters.

4. (drives, drive) Dan, Norman, or she _____ me to the college every morning.

5. (smokes, smoke) He and she _____ too much.

6. (was, were) The sack of potatoes _____ too heavy for him to lift.

7. (has, have) Another shipment of electrical appliances _____ just arrived.

8. (goes, go) A bag of potato chips _____ well with a bottle of pop.

9. (receives, receive) The miners at Nome _____ good wages.

10. (agrees, agree) The members of this committee _____ on most topics.

11. (needs, need) Each of the children _____ new shoes.

12. (has, have) One of her children _____ a cold.

13. (is, are) Each of the salesmen _____ expecting to receive a Christmas bonus.

14. (sweeps, sweep) One of the janitors _____ the floors every evening.

Check your answers with the Key.

Go on to Assignment 5.

Key to Self-Check Tests
Lesson 10

Self-Check Test 10-1(A)

A. 1. Your niece can go to the movies with my daughter, or she can stay at home with me.

2. The youngest member of the team caught his left skate in the net, and he fell on his face. or (...net; he....)

3. One of the men had asked for a raise in pay, but he did not receive more money on his next check. or (...pay; he....)

4. The buccaneers of old couldn't enter certain ports; the police would have them placed in irons. or (...ports, or....)

B. 1. Compound
2. Simple
3. Simple
4. Compound
5. Simple
6. Compound

Self-Check Test 10-1(B)

A. 1. I am old, and he is young. or I am old, but he is young.

2. He held her hand, and they walked into the sunset. or (...hand; they....)

3. I didn't like the movie, but my friend enjoyed it.

4. You must stop, or you will hurt someone. or (...stop; you....)

B. 1. Compound
2. Simple
3. Simple
4. Compound
5. Compound
6. Simple

Self-Check Test 10-2(A)

1. is
2. are
3. was
4. were
5. have
6. has
7. were
8. are

Self-Check Test 10-2(B)

1. is
2. have
3. were
4. has
5. are
6. were
7. have
8. were

Key to Self-Check Tests
Lesson 10

Self-Check Test 10-3(A)

1. play
2. makes
3. like
4. go
5. enjoys
6. make
7. write
8. bakes
9. tag
10. drives

Self-Check Test 10-3(B)

1. puts
2. plays
3. makes
4. enjoy
5. drives
6. like
7. sings
8. go
9. hunts
10. likes

Self-Check Test 10-4(A)

1. go
2. locks
3. were
4. looks
5. visit
6. is
7. need
8. was
9. writes
10. have
11. goes
12. was
13. gives
14. is

Self-Check Test 10-4(B)

1. are
2. is
3. spend
4. drives
5. smoke
6. was
7. has
8. goes
9. receive
10. agree
11. needs
12. has
13. is
14. sweeps

Address _____ Student _____

Lesson 10

Assignment 5: Worksheet 10 (All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

Directions: Identify each of the following sentences by writing simple or compound on the line.

1. We have met the enemy, and they are ours. _____
2. We enjoy baseball and soccer. _____
3. Mary studies quietly, but Fred can't sit still for a moment. _____
4. I can't seem to solve this problem. _____
5. He is very athletic; he is a track man. _____
6. The weather was fine, but there was nothing to do. _____
7. He took his raincoat, but it didn't rain. _____
8. The man called the boy and gave him a lecture. _____
9. We will go to the game, or we will go to the party. _____
10. She was happy but didn't show it. _____

MAIL THIS IN WITH YOUR UNIT IV TEST.

Address _____ Student _____

Directions: Read each of the following sentences carefully. If the sentence contains an incorrect verb, circle the error and write the correct verb in the space provided. If the sentence does not contain an error, write the word correct in the space provided.

Examples

One of the men (are) not ready to go. *is*
Are Jim and his brother going to camp this year? *correct*

1. These charts is the ones that I ordered from the store. _____
2. Mayor Brown and his wife often welcomes guests to the city. _____
3. Where is the coat that needs a new button? _____
4. One of the boys want to leave early. _____
5. The girl in the white smock don't know how to make a layer cake. _____
6. Steve, Robert, or she attends each soccer game. _____
7. The helpers in this kitchen wear white hats and uniforms. _____
8. He and she never takes the bus to Fairbanks. _____
9. Has the secretary finished typing the letter? _____
10. The manager of the departments need an estimate of current stock. _____
11. There is the sweater and the skirt that the dry cleaners delivered this morning. _____
12. Each of the members of the groups have received permission to attend the convention. _____
13. Has the children gone to the movie? _____
14. Don't the boys ever arrive on time? _____

MAIL THIS IN WITH YOUR UNIT IV TEST

Address _____ Student _____

15. Father and he starts the fire each morning at the cottage. _____

16. The people at the back of the room usually shows the least interest in his lectures. _____

17. There are the apple and the pear that I need for the fruit salad. _____

18. Susan, Mary, or Wilma go on vacation in July. _____

19. These materials was all that Joe needed to make that canoe _____

20. The salesman and he bring samples of their products. _____

Go back. Check every sentence on the worksheet. Remember:

1. One and each take singular verbs.
2. Subjects joined by and take a plural verb.
3. Subjects joined by or take a singular verb.
4. Don't let prepositional phrases between the subject and verb fool you.

Go back. Check every sentence on this worksheet.

MAIL THIS IN WITH YOUR UNIT IV TEST

UNIT IV
Lesson 11

ASSIGNMENTS:

1. Story ("The Verger")
2. Working with Adjectives
3. Y-to-I Spelling Rule
4. Plurals
5. Worksheet 11

OBJECTIVES:

The student will be able to:

1. answer questions about a given story.
2. use descriptive adjectives correctly.
3. recognize the Y-to-I rule in spelling.
4. write and use singular and plural forms of words.

Lesson 11

Assignment 1: Story "The Verger"

Objective: The student will be able to answer questions about a given story.

Today you'll read another story from Action Stories of Yesterday and Today. The title of this story is "The Verger." It begins on page 57. The story takes place in a different country. Some of the words you read may be unfamiliar. Be sure you use the vocabulary list on pages 62-63. Learn these new words as you read. Don't skip them. You'll be asked to use some of them later.

After you've read "The Verger," take Self-Check Test 11-1. If you miss something on the test, go back to the story and find out why your answer was wrong. As with other stories, there is not a second Self-Check Test. Be very sure that you understand what has happened in the story, and that you know the words listed on pages 62 and 63.

Now read "The Verger" (pages 57-62) of Action Stories of Yesterday and Today.

Self-Check Test 11-1

Directions: A. Write the letter of the expression that best completes each of the following statements:

1. The vicar paused before the church altar to _____.

   a. look at a window
   b. call to Albert Edward
   c. bend his knee

2. The vicar was a man who was _____.

   a. always smiling b. quite fussy c. always joking

3. At one time Albert Edward had been _____.

   a. a churchwarden b. an office worker c. a butler

4. The church mentioned in the story was _____.

   a. in London b. in Dublin c. in Liverpool

5. Albert Edward had to give up his job as a verger because _____.

   a. he was getting too old
   b. he didn't do his work right
   c. he couldn't read or write

Directions: B. Decide whether each of the following statements is true or false. Write T for true and F for false.

_____ 1. Albert Edward had been a verger at St. Peter's for one year.

_____ 2. The new vicar was a man about sixty-five years old.

_____ 3. Albert Edward liked the new vicar.

_____ 4. The new vicar said, "Your work has been good here and you have done your duties well."

_____ 5. The churchwardens had known that Albert Edward could neither read nor write.

_____ 6. Albert Edward said he was too old a dog to learn new tricks.

_____ 7. When Albert Edward started home, he took the wrong street.

_____ 8. Albert Edward decided to go into business for himself as a tobacconist.

_____ 9. In the course of ten years Albert Edward owned five tobacco shops.

_____10. The banker advised Albert Edward to invest some of his money.

Directions: C. Write the letter of the definition in column II that most closely matches each word in column I.

I. Word	II. Definition
_____ 1. vicar	A. worry; concern
_____ 2. christening	B. a helper in a church; an assistant
_____ 3. page	C. a room for the priests' robes; an office
_____ 4. vestry	D. the baptizing of an infant
_____ 5. domestic	E. to put money into a business
_____ 6. churchwardens	F. a priest in charge of a church
_____ 7. deposit	G. pertaining to the work of a servant
_____ 8. verger	H. the act of putting money in a bank
_____ 9. invest	I. a youth employed to run errands
_____10. anxiety	J. church officials who are not ministers

Lesson 11

Assignment 2: Working with Adjectives

Objective: The student will be able to use descriptive adjectives correctly.

Sometime ago you studied adjectives and how they can be used to make sentences more interesting. Adjectives are important and they're fun. Today you'll practice with them. Let your imagination go wild as you work on your assignment. Here's what you're to do. Choose one of the following tasks. Be creative. Have fun with this project. Don't decide to do one until you've really thought about what you might do with the others. If you'd like to get extra credit for this work, send the paper in when you submit your worksheets and test for this unit. Have fun!

Directions: Choose one task.

1. Cut advertisements from magazines that appeal to one or more of the five senses. Glue these to your paper. Find as many as you can.

2. Write an advertisement for a new product you've created.

3. Write a 30-word description of one of these:

   Holiday Dinner
   Spaghetti Sauce
   Sounds in the Woods
   The View from My Window
   The Road to My House

(If you choose to do this assignment, put your work on page 25. If you need more room for your work, use another sheet of paper. Be sure that you put your name, address and Lesson 11 at the top of the page.)

Address _____ Student _____

Lesson 11

Assignment 2: Extra Credit
Working with Adjectives

Task:

MAIL THIS IN WITH YOUR UNIT TEST

Lesson 11

Assignment 3: Y-to-I Spelling Rule

Objective: The student will be able to recognize the Y-to-I rule in spelling.

Spelling rules won't solve all your problems. They will help some as you try to figure out which way you want to try to spell a word. So, let's learn another rule (or two) (or three).

> Rule 1: If he y at the end of a word does not follow a vowel, change the y to i and add the ending.

Examples

dry ⟶ dried
heavy ⟶ heavily
dry ⟶ driest

> Rule 2: If the y at the end of the word does follow a vowel, do not change the y to i. Add the ending.

Examples

play ⟶ player
obey ⟶ obeying

> Rule 3: If you are adding ing, do not change the Y to i.

Example

cry ⟶ crying play ⟶ playing

Take Self-Check Test 11-3 which follows.

Self-Check Test 11-3

Directions: Add the ending indicated to the words shown below. Change, or don't change the y. Write the correct spelling on the line.

1. satisfy (ed)_____
2. play (er)_____
3. enemy (es)_____
4. crazy (est)_____
5. supply (er)_____
6. obey (ing)_____
7. cry (ed)_____
8. ready (ing)_____
9. fancy (ful)_____
10. accompany (ed)_____
11. difficulty (es)_____
12. heavy (ness)_____
13. reply (ing)_____
14. hazy (ly)_____
15. satisfy (ed)_____
16. deny (ing)_____
17. early (est)_____
18. busy (ly)_____
19. glory (ous)_____
20. carry (ing)_____

Check your answers with the Key. All words should be spelled correctly. If they aren't, try to find out why you missed something. Was it carelessness?

Go on to Assignment 4.

Lesson 11

Assignment 4: Plurals

Objective: The student must be able to write and use singular and plural forms of words.

Most often when you want to indicate more than one of a thing you simply add s. So, when you see more than one dog you see two or several dogs.

Another common way of indicating plurals is to add es. More than one guess becomes guesses.

> Plural Rule 1: Most words form their plurals by adding an s.

Examples
hat . . . . hats
coat. . . . coats
dog . . . . dogs

> Plural Rule 2: Words that end in ch, x, z, or s add es to form the plural.

Examples
mass . . . . . masses
fox . . . . . foxes
church . . . . . churches
buzz . . . . . buzzes

It may be easier for you to learn these rules in pairs.

> Plural Rule 3: If a word ends with o and if a vowel (a,e,i,o, or u) comes before the o, add an s to form the plural.

Examples
studio. . . studios
radio . . . radios

BUT

> Plural Rule 4: If a word ends with o, and if a consonant comes before the o, add es to form the plural.

Examples
cargo. . . cargoes
hero . . . heroes

Plural Rule 5: If a word ends with y and if a vowel comes before the y, add s to form the plural.

Examples day. . . . days
key. . . . keys

BUT

Plural Rule 6: If a word ends with y and if a consonant comes before the y, change the y to i and add es.

Examples pony. . . . ponies
sky . . . . skies

Plural Rule 7: There are some nouns that form plurals by making a great change.

Examples foot. . . . . feet
mouse . . . . mice

BUT

Plural Rule 8: There are some nouns that are singular and plural in the same form.

Examples deer . . . . deer
sheep. . . . sheep

Plural Rule 9: Most nouns that end in f or fe change the f to v and add es to form the plural.

Examples calf. . . . calves
wife. . . . wives

Take Self-Check Test 11-4(A) which follows.

Self-Check Test 11-4(A)

Directions: Form the plural of the following nouns.

1. girl _____
2. mass _____
3. knife _____
4. deer _____
5. play _____
6. box _____
7. dish _____
8. tooth _____
9. candy _____
10. leaf _____

Check your answers. If you missed any, review the material and then take Self-Check Test 11-4(B).

Self-Check Test 11-4(B)

Directions: Form the plural of the following nouns.

1. life _____
2. baby _____
3. foot _____
4. wish _____
5. fox _____
6. monkey _____
7. sheep _____
8. loaf _____
9. lass _____
10. house _____

Check your answers with the Key.

Go on to Assignment 5.

Key to Self-Check Tests
Lesson 11

Self-Check Test 11-1

A.	B.		C.	
1. C	1. F	6. T	1. F	6. J
2. B	2. F	7. T	2. D	7. H
3. C	3. F	8. T	3. I	8. B
4. A	4. T	9. F	4. C	9. E
5. C	5. F	10. T	5. G	10. A

Self-Check Test 11-3(A)

1. satisfied
2. player
3. enemies
4. craziest
5. supplier
6. obeying
7. cried
8. readying
9. fanciful
10. accompanied
11. difficulties
12. heaviness
13. replying
14. hazily
15. satisfied
16. denying
17. earliest
18. busily
19. glorious
20. carrying

Self-Check Test 11-4(A)

1. girls
2. masses
3. knives
4. deer
5. plays
6. boxes
7. dishes
8. teeth
9. candies
10. leaves

Self-Check Test 11-4(B)

1. lives
2. babies
3. feet
4. wishes
5. foxes
6. monkeys
7. sheep
8. loaves
9. lasses
10. houses

Address _____ Student _____

Lesson 11

Assignment 5: Worksheet 11 (All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

A. Directions: List at least five adjectives that would describe these two men.

The Verger	The New Vicar
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

B. Directions: Following the "Y-to-I" Rule. Add the endings given in parentheses to these words. Spell the word correctly on the line.

1. play (ed) _____
2. cry (ed) _____
3. obey (ing) _____
4. busy (ly) _____
5. apply (ed) _____
6. heavy (est) _____
7. glory (ous) _____
8. supply (er) _____
9. carry (ing) _____
10. happy (ness) _____

MAIL THIS IN WITH YOUR UNIT IV TEST

C. Directions: Write the plural form of each of the following words. If the word is already plural, write P in the blank.

1.	tray	_____	11.	bus	_____
2.	paint	_____	12.	box	_____
3.	wish	_____	13.	heart	_____
4.	party	_____	14.	miss	_____
5.	leaf	_____	15.	potato	_____
6.	dormouse	_____	16.	baby	_____
7.	dish	_____	17.	city	_____
8.	deer	_____	18.	sheep	_____
9.	house	_____	19.	wife	_____
10.	bush	_____	20.	tooth	_____

MAIL THIS IN WITH YOUR UNIT IV TEST

UNIT IV

Lesson 12

ASSIGNMENTS:
1. Story ("To Build a Fire")
2. Observation
3. Worksheet 12
4. Review
5. Unit Test IV(A)

OBJECTIVES: The student will be able to answer comprehension questions about the story "To Build a Fire."

Lesson 12

Assignment 1: Story "To Build a Fire"

Objective: The student will be able to answer comprehension questions about the story "To Build a Fire."

Jack London was born into a very poor family in 1876. He had many jobs during his life. Some of these were connected with the sea. He was a dock worker, a sailor and an oyster pirate. However, when he decided to become a prospector, he started out on something that would give him a wealth of information for his stories. In 1896, Jack London was in the middle of the Klondike Gold Rush. The story you'll read today is based on some experiences London had while prospecting. If you enjoy this story, you might like to read The Call of the Wild.

Read: "To Build a Fire" (pp 13-19) from Action Stories of Yesterday and Today.

When you have finished the story, take Self-Check Test 12-1.

Self-Check Test 12-1

A. Directions: Write the letter of the expression that best completes each of the following statements:

1. The main character in the story is _____.

   a. Old Timer b. the man c. a big wolf dog

2. The man did not have _____.

   a. earflaps b. mittens c. a face mask

3. When the man started out on his trip, it was _____ degrees below zero.

   a. 50 b. 40 c. 15

4. Old Timer had warned the man _____.

   a. to take a gun
   b. to carry a compass
   c. never to go alone on the trail when it was very cold

5. The man knew if he got his feet wet he would have to _____.

   a. run fast to keep warm
   b. send the dog for help
   c. stop and build a fire

B. Directions: Write the letter of the definition in column II that most closely matches each word in column I.

I. Word	II. Definition
1. spittle	A. the steps in the line of descent from an ancestor
2. tingling	B. to warm up
3. twigs	C. hard to see
4. instinct	D. coverings for knives
5. restore	E. a covering for the nose and jaws
6. muzzle	F. saliva from the mouth; spit
7. thaw	G. to bring back
8. faint	H. an inner feeling of what to do
9. sheaths	I. small shoots or branches of trees
10. generations	J. a stinging feeling

C. Directions: Decide whether each of the following statements is true or false. Write T for true and F for false.

_____ 1. The story took place in Alaska.

_____ 2. The man wore heavy boots to keep warm.

_____ 3. The man walked at a pace of about four miles an hour.

_____ 4. After eating his lunch, the man smoked his pipe for a few minutes.

_____ 5. The dog did not wish to leave the fire when the man was ready to go.

_____ 6. When the man fell through the ice crust, he wet his legs up to his hips.

_____ 7. The man carried matches and dried birch bark to start a fire.

_____ 8. The dog had no fear of the cold.

_____ 9. The man realized that he might lose some of his toes.

_____10. The dog left his master when it realized he was dead.

Check your answers with the Key at the end of the lesson. If you understood the story, you should have done well on the test.

Go on to Assignment 2.

Lesson 12

Assignment 2: Exercise Designed around "To Build a Fire"

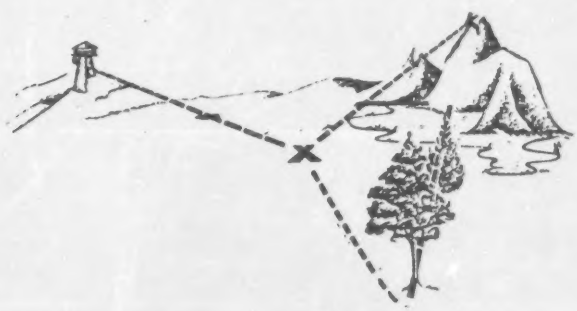
Jack London created an interest in these stories by using many good descriptions of things. He developed his major physical "props" to the point you think you can feel as the person in the story did. Read the second paragraph on page 13 again. You feel alone. Your mind sees the vast nothing of the area. Now read the paragraph that begins "He started to untie his moccasins...." on page 17. If London hadn't gone on to tell you about the ice, the frozen socks and the strings that "were like rods of steel," the paragraph would have lost a lot of its power.

London was able to see things in detail. So often, we look at things but not for any purpose. It's there. We saw it. We're finished. Sometime try studying something that's supposed to be plain. You'll find there are many things there you'd have missed if you hadn't looked at it closely.

You will not take a Self-Check Test today. Instead you're to follow the directions below.

Directions: Describe a spot (place) from three observation places. (Example: Go out into an area near your home. Stand in the area. Look around. See what you see. Now, go to another place where your view of the same area is blocked. Study the area from that position. Finally, go back into the house and look out at the area. What do you see? Now, fill out the chart that is on the next page. Use descriptive adjectives that would help someone see your area.)

This assignment is to be mailed in with your worksheet for this unit. Don't forget to send it in.



Key to Self-Check Test

Self-Check Test 12-1

A. 1. B
2. C
3. A
4. C
5. C

B. 1. F
2. J
3. I
4. H
5. G
6. E
7. B
8. C
9. D
10. A

C. 1. T
2. F
3. T
4. T
5. T
6. F
7. T
8. F
9. T
10. T

Address _____ Student _____

AREA _____

From the middle of the area I saw:	1. 2. 3. 4. 5. 6.
From behind a _____ _____ I saw:	1. 2. 3. 4. 5. 6.
From my house, I saw:	1. 2. 3. 4. 5. 6.

(Remember to study the same area from each observation point.)

MAIL THIS IN WITH YOUR UNIT IV TEST.

Address _____ Student _____

Lesson 12

Assignment 3 Worksheet 12

A. Directions: In the blank space, write the letter of the choice that best completes the statement. These statements are based on the story "To Build a Fire."

1. Although the man was a newcomer, he did know to _____.

   a. take another person along with him
   b. take some food with him
   c. wait for better weather

2. The friend who warned him that he should not go out along was _____.

   a. the Old Timer
   b. the Yukon
   c. one of the boys

3. The one danger the man watched for was _____.

   a. hidden pools of water
   b. bears
   c. a hot fire

4. When the dog realized the man was dead, he_____.

   a. stayed with the man
   b. left the man
   c. joined a pack of wolves

5. At the end of the story, the man _____.

   a. was taken to camp by the dog
   b. was found dead
   c. returned to the Old Timer's cabin

MAIL THIS IN WITH YOUR UNIT IV TEST

Address _____ Student _____

B. Directions: Number the following incidents as they occured in the story. Number 1 will be the first thing that happened.

_____ The man takes ice off the dog's feet.

_____ The man cannot build a fire.

_____ The man is found sitting by the trail.

_____ The man decides to run for the camp.

_____ The dog falls into an ice pool.

_____ The man decides to sit down and sleep.

_____ The man has his lunch.

_____ At 9:00 A.M., the man starts his trip.

_____ The man falls into a hidden pool.

C. Directions: Make up an original sentence for each of these words.

1. twigs _____

2. restore _____

3. instinct _____

4. thaw _____

5. tingling _____

MAIL THIS IN WITH YOUR UNIT IV TEST

Lesson 12

Assignment 4: Review

Spend at least forty-five minutes today reviewing any problems you've had in this unit. Even if you feel you have done well, go back and test yourself on each assignment. This would be a good time to use Self-Check (B) for each assignment. When you feel comfortable with each topic, you're ready for the unit test. Remember that you are to take the test without a book. Your supervisor will give you Unit Test IVA. Find a place where you can think. Get a pen and sit down knowing you're going to do well. If you've studied the material, taken the Self-Check Tests and reviewed everything, you should have no trouble.

Be confident!

UNIT V
Lesson 13

ASSIGNMENTS:
1. Verbs and Subjects
2. Verbs and Subjects
3. Reading
4. Spelling Commonly Misspelled Words
5. Worksheet 13

OBJECTIVES: The student will be able to:

1. find and label each verb (including helping verbs) and the subject(s) of each verb.
2. read a story from the reading book and design a book jacket for the story.
3. spell correctly words that are commonly misspelled.

Lesson 13

Assignment 1: Verbs and Subjects

Objective: The student must be able to find and label each verb (including helping verbs) and the subject(s) of each verb.

SUBJECT-VERB AGREEMENT WITH SENTENCES THAT CONTAIN MORE THAN ONE CLAUSE OR SUBJECT-VERB SET.

The following sentence is a single clause, or a single subject-verb set.

S V
Harry went to work.

Sentences often contain more than one subject-verb set.

S V V S V
After Harry had finished breakfast, he went to work.

In the example above, the word group after Harry had finished breakfast contains a subject (Harry) and a verb (had finished). The word group he went to work is also a clause or subject-verb set because it contains a subject (he) and a verb (went).

Read the following pair of sentences carefully.

a. One subject-verb set

S V V
Harry finished breakfast and then went to work.

b. Two subject-verb sets

S V S V
Harry finished breakfast, and then he went to work.

In sentence (a), the word Harry is the subject of the verbs finished AND went. In the second part of the sentence (and then went to work), there is a verb (went), but there is not a new subject. Therefore, sentence (a) contains only one clause or subject-verb set.

In sentence (b), however, there are two complete sets of subjects and verbs. In the first set, Harry is the subject of finished. In the second set, he is the subject of went.

Before you start Self-Check Test 13-1(A), you might want to study this.

The sentence can have:

a. a verb and its subject. (one clause)
   He went.

b. a verb and its compound subject. (one clause)
   He and Mack went.

c. a compound verb and its subject. (one clause)
   He went and returned.

d. a verb and its subject plus another verb and its subject. (two clauses)
   He went, but Mack remained at home.

Take Self-Check Test 13-1(A) which follows.

Self-Check Test 13-1(A)

Directions: Write the letter V above each verb (including helping verbs) and the letter S above the subject(s) of each verb.

1. They waited in the hut until the rain had stopped.

2. Sally and I stayed in Fort Yukon for two days and then returned to Fairbanks.

3. She became a vegetarian because the price of meat had risen so sharply.

4. Although dense fog surrounded the airport, the plane landed safely.

5. From the inside pocket of his jacket, the old man took a faded picture of a beautiful young woman.

6. The company could hire additional staff or pay the regular employees overtime during the Christmas rush.

7. After he had brought the matter to our attention, we did something about it.

8. The car was making a strange noise, the therefore Fred took it to the service station.

Check you answers with the Key which is located at the end of this lesson. If you correctly identified the subject and verb in at least seven of the sentences, go on to Assignment 2.

-BUT-

If you missed the subjects and verbs in more than one sentence, review the material and take Self-Check Test 13-1(B).

Self-Check Test 13-1(B)

Directions: Underline each subject once and each complete verb (including helping verbs) twice.

1. Their oldest son works at The Book Cache during the day and attends classes during the evening.
2. Her uncle was driving too fast, and therefore he missed the turnoff.
3. In the trunk of the car was an empty suitcase.
4. We have heard from her only once since she left Seattle.
5. The noise of your children's voices annoys the people who live next door.
6. From early in the summer until late in the autumn, his wife stayed with her parents at their cottage near the lake.
7. Someone must have been using these tools.
8. Has anybody been asking for Mr. Roberts or Miss Woolworth this morning?

Check your answers with the Key.

Go on to the next assignment.

Lesson 13

Assignment 2: Verbs and Subjects

Objective: The student must be able to find and label each verb (including helping verbs) and the subject(s) of each verb.

SUBJECT-VERB SETS OR CLAUSES THAT START WITH WHO, WHICH, AND THAT

In this lesson you will be introduced to sentences containing subject-verb sets that start with the words who, which, and that.

Example

S V V S V V
John has found the pen that he had lost.

(first subject-verb set) (second subject-verb set)

Notice that the second subject-verb set in the above sentence starts with the word that. The verb is had lost, and the subject of the verb is he.

Practice:

Write the letter V above each verb and the letter S above the subject of each verb.

1. Mary liked the hat that you were wearing.

2. John borrowed the dictionary which you gave me.

Answers: 1. Mary (subject); liked (verb); you (subject); were wearing (verb); 2. John (subject); borrowed (verb) you (subject); gave (verb).

The words who, which, and that may be used to introduce subject-verb sets or clauses. Sometimes, one of these words also acts as the subject of the verb. Read the following example carefully.

Example

S V S V
I met the man who owns this hotel.

PASS WITH CARE

Each of the following two sentences contains a subject-verb set which is introduced by the word that. IN WHICH OF THE TWO SENTENCES IS THE WORD THAT THE SUBJECT OF THE VERB?

a. Our landlord is selling the house that we live in.
b. We picked up the apples that had fallen from the tree.

In sentence (b), the word that is the subject of the verb had fallen. In sentence (a), the word that introduces the second clause, but it is not the subject of the verb live. The subject of the verb live is the word we.

Now, take Self-Check Test 13-2(A) which deals with verbs and subjects and clauses containing who, which or that.

Self-Check Test 13-2(A)

Directions: Write the letter V above each verb (including helping verbs) and the letter S above the subject of each verb.

1. Harry was the person who asked so many questions.

2. He has lost the wallet that his uncle gave him last Christmas.

3. She introduced us to the man who owns the dog which attacked the mailman last week. (Hint: This sentence contains 3 subject-verb sets.)

4. The river brings down great quantities of soil, which it deposits at its mouth.

5. The beaver is one of the few animals that grow fat during the winter.

If you got at least four of the five sentences entirely right, go on to the next assignment.

-BUT-

If you missed more than one sentence, review Assignment 13-2 and take Self-Check Test 13-2(B).

Self-Check Test 13-2(B)

Directions: Write the letter V above each verb (including helping verbs) and the letter S above the subject of each verb.

1. She was the girl who ran away from home.
2. He identified the car that hit the garbage truck.
3. He was the one who ate the entire cake.
4. The glacier calved a huge piece of ice which floated out to sea.
5. The man watched the movie that was playing.

Check your answers with the Key.

Go on to the next assignment.

Lesson 13

Assignment 3: Story

Objective: The student will design a cover for one of the stories in Action Stories of Yesterday and Today.

You have read four of the stories from the book Action Stories of Yesterday and Today. They were "The Lady or the Tiger?," "The Diamond Necklace," "The Verger" and "To Build a Fire." With each of these there was an artist's drawing of what he thought the person might have looked like. In addition, the artist drew in other things that he hoped would catch your interest. Look again at the pictures on pages 122 and 123 and the picture on page 12. Did these make you wonder what the story was about? The artist hoped they would. After you'd read the story, did you look at it for another reason than when you started reading?

Your assignment today is to become an artist. If you are good at drawing, fine. If you are not, you don't have to worry. Today, you will be an artist who is trying to convince someone to read your story. When you have finished, save this page. You are to send it in with the worksheets and test for Unit V.

Directions: You are an artist who has been hired to draw the cover for the paperback edition of one of the stories from Action Stories of Yesterday and Today. (You must choose a story other than one of the four you have already read.) The publisher has asked that you make this cover as interesting as you can. On the next page draw your cover. Make sure you do both of these:

1. Put the name of the story on the cover.

2. Add enough details to make it interesting.

Do not copy one of the pictures from the book. Again, don't worry about how well you draw. Do the best you can. You may want to practice on scrap paper before putting your work on the next page.

Address _____ Student _____

MAIL THIS IN WITH YOUR UNIT V TEST.

Lesson 13

Assignment 4: Spelling

Objective: The student will be able to spell correctly words that are commonly misspelled.

In your earlier spelling assignments you were given rules that would help you decide on the correct spelling of a certain word. Today's assignment will not deal with rules. Today you'll study twenty-five words that are often misspelled when they are written. Some of these may be familiar to you. You probably know how to spell at least half of the words below. Just be sure that you know how to spell all twenty-five correctly before you go on to the worksheet for Assignment 5.

Directions: Look at the word. Say the word. Close your eyes and "see" the word. Spell the word aloud. Write the word.

absence

accept

accident

accompany

achievement

across

address

altogether

amateur

among

analyze

answer

apologize

apparently

appearance

argument

arithmetic

ascend

athletic

audience

awkward

beginning

believe

breathe

business

Key to Self-Check Tests
Lesson 13

Self-Check Test 13-1(A)

1. They waited in the hut until the rain had stopped.
2. Sally and I stayed in Fort Yukon for two days and then returned to Fairbanks.
3. She became a vegetarian because the price of meat had risen so sharply.
4. Although dense fog surrounded the airport, the plane landed safely.
5. From the inside pocket of his jacket, the old man took a faded picture of a beautiful young woman.
6. The company could hire additional staff or pay the regular employees overtime during the Christmas rush.
7. After he had brought the matter to our attention, we did something about it.
8. The car was making a strange noise, and therefore Fred took it to the service station.

Self-Check Test 13-2(B)

1. Their oldest son works at the Book Cache during the day and attends classes during the evening.
2. Her uncle was driving too fast, and therefore he missed the turnoff.
3. In the trunk of the car was an empty suitcase.
4. We have heard from her only once since she left Seattle.
5. The noise of your children's voices annoys the people who live next door.
6. From early in the summer until late in the autumn, his wife stayed with her parents at their cottage near the lake.

7. Someone must have been using these tools.

8. Has anybody been asking for Mr. Roberts or Miss Woolworth this morning?

Self-Check Test 13-2(A)

1. Harry was the person who asked so many questions.
2. He has lost the wallet that his uncle gave him last Christmas.
3. She introduced us to the man who owns the dog which attacked the mailman last week.
4. The river brings down great quantities of soil, which it deposits at its mouth.
5. The beaver is one of the few animals that grow fat during the winter.

Self-Check Test 13-2(B)

1. She was the girl who ran away from home.
2. He identified the car that hit the garbage truck.
3. He was the one who ate the entire cake.
4. The glacier calved a huge piece of ice which floated out to sea.
5. The man watched the movie that was playing.

Address _____ Student _____

Lesson 13

Assignment 5: Worksheet 13 (All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

A. Directions: Underline each subject once and each complete verb (including helping verbs) twice.

1. At the bottom of the hill was a stream.
2. After several hours of hard work, he closed his books and went to bed.
3. Did somebody telephone you while I was at the office?
4. My wife and I will spend the weekend at Taku Harbor and return to Juneau on Monday morning.
5. Children must have been walking on the flower beds.
6. Because the number of students is increasing, we shall be hiring more teachers.
7. The men went to the ferry terminal first, but she went directly to the airport.
8. The appearance of that garbage dump angers the people who live in this neighborhood.
9. Rain had been falling throughout the night, and so they stayed at home.
10. After breakfast, we went to the park.
11. The man had a parrot which talked constantly.
12. I don't like people who are mean.
13. This box is full of poems that he wrote.
14. I have a television that is broken.
15. The bush had blueberries that were ripe.

MAIL THIS IN WITH YOUR UNIT V TEST.

B. Directions: Circle any word which is misspelled.

atheletic	accept
apologize	busness
breathe	believe
arithmatic	appearence
acheivement	ascend
amatuer	arguement
across	audiance
aukward	absence
apparantly	accompany
accident	address
beginning	altogether
answer	among
anilyze	

MAIL THIS IN WITH YOUR UNIT V TEST.

UNIT V
Lesson 14

ASSIGNMENTS:
1. Dictionary
2. Encyclopedia
3. Library Card Catalogue
4. Library Card Catalogue
5. Worksheet 14

OBJECTIVES: The student will be able to:

1. use alphabetical order and guide words to find kinds of information found in a dictionary.
2. interpret the index of an encyclopedia and be familiar with the arrangement of the encyclopedia.
3. recognize the three types of library catalogue cards and interpret the information on these.

Lesson 14

Assignment 1: The Dictionary

Objective: The student will be able to use alphabetical order and guide words to find five kinds of information found in a dictionary.

You have worked with words and their meanings in earlier assignments. However, in those assignments the meanings of the words were given to you. What if you have a word you don't understand and the meaning is not given to you? That's right. You use a dictionary. In fact, you should have a dictionary beside you each time you sit down to do an English assignment.

To get the most use of anything, you should try to understand it as well as you possibly can. This is certainly true of a book such as a dictionary. Many students miss information to be found there just because they don't know how easy it is to read and use this valuable book. Today, let's learn how.

There are many things a dictionary will tell you. Here are five important things you can find out about a word.

1. the correct spelling
2. the pronunciation
3. the part of speech
4. the source
5. the meaning

Look carefully at what a dictionary definition might look like.

(1)-- cen · ti · pede (sen′tə-pēd′), (2) n. (3) [L. centipede (4) centum, a hundred + pes, pedis, a foot], worm like animals that have a pair of legs for each body segment. (5)

From this dictionary entry we know that:

1. the correct spelling is centipede.
2. the pronunciation is sen′tə-pēd′.
3. the word is a noun.
4. centipede comes from two Latin words, centum and pedis.
5. a centipede is a small wormlike animal that has two legs for each body segment.

All words in a dictionary are arranged in alphabetical order. Those words beginning with a are at the beginning of the dictionary. Any words that start with z are at the end. You can tell whether the word you are seeking is on a page in the dictionary by looking at the guide words at the top of the page. Here is an example.

told 491 top	tore 492 tow

On page 491 of our dictionary the first word is "told" and the last word is "top." Therefore, any word that started with told but does not have any more letters at the beginning than too will be on that page. (Examples might be tomato, tonsil, etc.) Would the word toss be found on page 491? No, it's on page 492. It comes between tore and tow.

tore
toss
tow

Take Self-Check Test 14-1(A) which follows.

Self-Check Test 14-1(A)

A. Directions: The guide words on page 452 of a dictionary are given below. There are ten words listed below these guide words. If a word is on page 452, write "on" on the line. If the word is before page 452, write "before." If it comes after page 452, write "after."

HELP Page 452 HONK

1. hem _____
2. head _____
3. hold _____
4. happen _____
5. her _____
6. horn _____

Self-Check Test 14-1(A), cont'd.

7. hit _____ 9. hedge _____

8. home _____ 10. hop _____

B. Directions: Answer the questions about this word.

grackle (grakəl), n, [L. graculus, jackdaw] a blackbird that is smaller than a crow.

1. What part of speech is the word grackle? _____

2. From what language does the word come? _____

3. What is a grackle? _____

4. Would you ever grackle? _____

Check your answers with the Key which is located at the end of this lesson. You should have been able to answer everything correctly. If you did, go on to Assignment 2. If you didn't, review and take Self-Check Test 14-1(B) which follows.

Self-Check Test 14-1(B)

A. Directions: If the words below would be on the same page as these guide words (MOOD - MOOT), circle them.

month	moor	moon	mop	moonlight
monopoly	moose	moo	moray	mooch

B. Directions: Read the entry for the word and then answer the questions.

pi·an·o (pi-an´o, pyan´o), n. [It. pianoforte], a large, stringed percussion instrument played from a keyboard.

1. How many pronunciations of piano are there? _____

2. Does piano show action or name something? _____

3. From what language does the word come? _____

4. Write a sentence using the word piano. _____

_____

Lesson 14

Assignment 2: The Encyclopedia

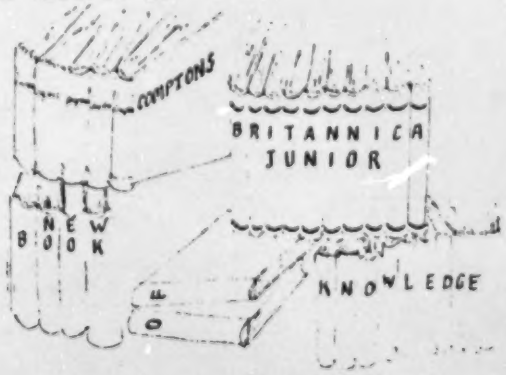
Objective: The student will be able to interpret the index of an encyclopedia and be familiar with the arrangement of the encyclopedia.

A set of encyclopedias is a group of books, probably 20 to 30 volumes, that provides general information on many subjects. This information is written out in essay or story form. As with the dictionary, the information is in alphabetical order according to the subject. An article on camping would come before one on Colorado. The spine of each book in the set is marked with letters and a volume number. There is a purpose for this marking. Suppose you wanted to write a report on the subject of fire. You decided to use a set of encyclopedias. What you should do next is go to the index, usually the last volume of the set, and look up the word "fire." You might find something like this:

Fire F:116 with pictures
Alchemy A: 318
Camping (Campfires) C:82 with diagrams
Chemical Warfare C:315
Chemistry (Early Times) C:318
Combustion C:699
Culture (Technology) C:943
Fire Fighting (Battling the Blaze) F:123
(What to Do in Case of Fire) F:124
Heat (Sources of Heat) H:143
Prehistoric Man (Food, Shelter, and Clothing) P:667

In volume F, on page 116, you will find general information on fire. However, all of the other listings also deal with fire. For example in volume P, on page 667, you can find information on the importance of fire to prehistoric man. The index of an encyclopedia is very helpful. Use it.

Now take Self-Check Test 14-2.



Self-Check Test 14-2

Directions: Using the following index, answer the questions.

Fire F:116 with pictures
Alchemy A: 318
Camping (Campfires) C:82 with diagrams
Chemical Warfare C:315
Chemistry (Early Times) C:318
Combustion C:699
Culture (Technology) C:943
Fire Fighting (Battling the Blaze) F:123
(What to Do in Case of Fire) F:124
Heat (Sources of Heat) H:143
Prehistoric Man (Food, Shelter, and Clothing) P:667

1. What is the main entry? _____

2. What volume contains basic information about fire? _____

3. Subentries give you more information about this topic. Underline all the subentries in the index above.

4. In what volume and on what page will you find diagrams about building campfires? _____

5. In what volume and on what page will you find information about how firemen fight fires? _____

6. In what volumes and on what pages might you find information about the ancient art of using fire to change common metals into gold? _____

7. In what volumes and on what pages might you find information on how fire is useful? _____

8. In what volume and on what page would you find information on how early man depended on fire for survival? _____

9. How many different volumes contain information about fires? _____

10. In what volume and on what page would you find information on what you should do if a fire starts in your home? _____

Rather than take a second test on the encyclopedia, study your answers. If you missed something, go back and figure out why you missed it. Then go on to Assignment 3.

Lesson 14

Assignment 3: The Library Card Catalogue

Objective: The student will be able to recognize three types of library catalogue cards and interpret the information on these.

When you visit a library, the first thing you look for is the card catalogue. That is, you look for it first if you know how to use it. Many students today have not taken the time to get to know the card catalogue. Let's take the time.

The card catalogue is a set of drawers that hold 3 x 5 cards. There may be three separate catalogues in a library - the author catalogue, the title catalogue and the subject catalogue. How you use the catalogue depends on what you already know. Do you want to read a poem by Vachel Lindsay? Then go to the author catalogue and look up Lindsay. The cards are arranged in alphabetical order according to the author's last name. Perhaps you want to read a certain book. Look up the title of the book in the title catalogue. (If the title starts with a, an, or the, go to the next word and look for it in alphabetical order.) Finally, you may have a subject you want to read about. The subject catalogue lists its subjects in alphabetical order too. Now you're ready to learn to "read" the catalogue card. Study the cards below.

I. Author Card

812
GIB

Gibson, William
The miracle worker. Bantam Bks
(1964 c1960)
122p (Bantam pathfinder ed)

Dramatizes Annie Sullivan's monumental efforts to educate a deaf, blind, and mute twelve-year-old named Helen Keller

1 Keller, Helen Adams--Drama 2 Macy, Anne Sullivan--Drama I T

II. Title Card

The miracle worker

812
GIB

Gibson, William
The miracle worker. Bantam Bks
(1964 c 1960)
122p (Bantam pathfinder ed)

Dramatizes Annie Sullivan's monumental efforts to educate a deaf, blind, and mute twelve-year-old named Helen Keller

1 Keller, Helen Adams--Drama 2 Macy, Anne Sullivan--Drama I T

III. Subject Card

KELLER, HELEN ADAMS--DRAMA

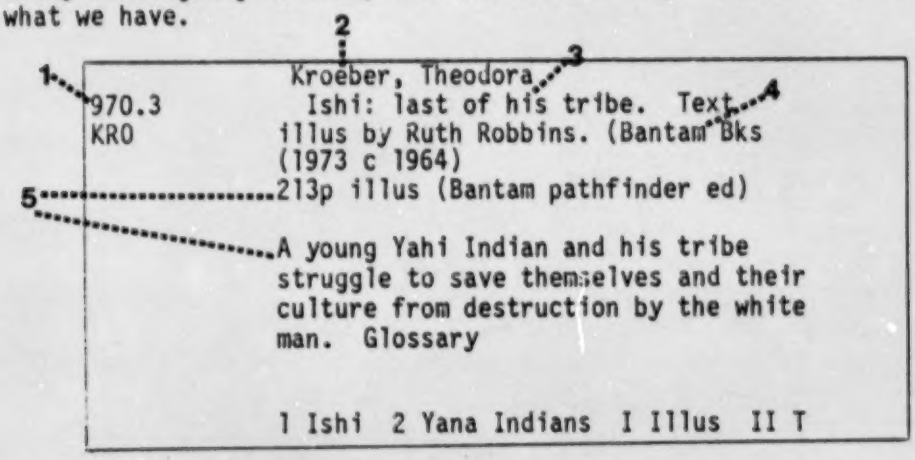
812
GIB

Gibson, William
The miracle worker. Bantam Bks
(1964 c 1960)
122p (Bantam pathfinder ed)

Dramatizes Annie Sullivan's monumental efforts to educate a deaf, blind, and mute twelve-year-old named Helen Keller

1 Keller, Helen Adams--Drama 2 Macy, Anne Sullivan--Drama I T

Today we're going to study the author card only. Let's take it apart and see what we have.


1
2
3
4
5
970.3
KRO
Kroeber, Theodora
Ishi: last of his tribe. Text
illus by Ruth Robbins. (Bantam Bks
(1973 c 1964)
213p illus (Bantam pathfinder ed)
A young Yahi Indian and his tribe struggle to save themselves and their culture from destruction by the white man. Glossary
1 Ishi 2 Yana Indians I Illus II T

Here we can find this information:

1. The "call number" (This is the numbers or the letter F and the letters in the upper left-hand corner of the card.)

2. The author's name with the last name first. (This is on the first line.)

3. The title of the book. (This is on the line just below the author's name.)

4. Who published the book and when.

5. Miscellaneous information

    a. The number of pages
    b. Whether it's illustrated with pictures
    c. What the book is about

Before stopping for today, let's look at the "call number." If this is a number, the book is true and has been classified according to the Dewey Decimal System. Here is a list of the ten classes and what they include.

DEWEY DECIMAL CLASSIFICATION

000-099 General works: bibliographies, encyclopedias, periodicals
100-199 Philosophy: metaphysics, psychology, logic, ethics
200-299 Religion: Bible, theology, Christian churches
300-399 Social Science: political science, economics, education
400-499 Philology: English language, various languages
500-599 Pure science: mathematics, physics, chemistry, biology
600-699 Applied science: medicine, engineering, agriculture
700-799 Arts and recreation: architecture, sculpture, painting
800-899 Literature: American literature, English literature, other literatures
900-999 History: geography, biography, ancient history, modern history

You will have a Self-Check Test over the card catalogue at the end of Assignment 4. Study the author card and the Dewey Decimal System again.

Review.

Assignment 4: The Card Catalogue

Objective: The student will be able to recognize three types of library catalogue cards and interpret the information on these.

If you studied the author card well, you should have no trouble with the title and subject cards.

581 Frisch, Rose E
Plants that feed the world; drawings by Denny McMains. Van Nostrand 1966
104p illus

"Flowering plants play a vital role in providing food for the world. The author illustrates with examples of six plants which have been successfully transplanted from the Old World to the New and vice versa—to improve the diet and economy of the nations concerned." Huntting
Glossary: p100-01

The title card is a copy of the author card. However, the title of the book has been printed above the author's name.

Plants that feed the world

581 Frisch, Rose E
Plants that feed the world; drawings by Denny McMains. Van Nostrand 1966
104p illus

209

The subject card is a copy of the author card. However, the subject of the book has been printed in capital letters above the author's name.

PLANTS, EDIBLE

581 Frisch, Rose E

Plants that feed the world; drawings by Denny McMains. Van Nostrand 1966

104p illus

If you need to, go over the material in Assignment 3 before taking Self-Check Test 14-4(A).

Self-Check 14-4(A)

A. Directions: The information given below should be unscrambled and put in the proper places on the author card. Use the example on page 22.

Winer, Richard 222p. 910 WIN

The Devil's triangle illus Bantam Books[c1974]

AUTHOR CARD

B. Directions: Using the classification system on page 23, give each of these a classification number and name.

ex. Astronomy in Our World (500-599)
Pure Science

1. Jets _____

2. Journals of Lewis and Clark _____

3. Macrame _____

4. George Washington _____

5. Our Metric System _____

c. Directions: Answer these in complete sentences.

1. Why might it be important to know the number of pages in a book?

_____

2. Why is the publication date important? _____

_____

If you made one error on your author card and no errors on the other two parts, you should go on to do your worksheet for this lesson.

-BUT-

If you made more than one error, review Assignments 3 and 4 again and take Self-Check Test 14-4(B).

Self-Check Test 14-4(B)

A. Directions: The information given below should be unscrambled and put on the author card. Use your example on page 22.

629 illus Junior Science Book of Flying
FER
Garrard [c 1960] Fervlo, Rocco 65p

202

AUTHOR CARD

B. Directions: Using the classification system on page 23, give each of these a classification number and name.

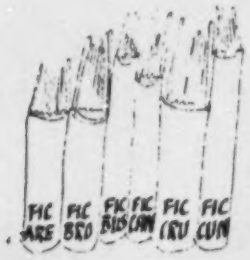
1. The Life of Joan of Arc _____

2. Psychological Happenings _____

3. Managing a Farm _____

4. Your Hay Fever _____

5. Plants _____



Key to Self-Check Tests
Lesson 14

Self-Check Test 14-1(A)

A.
1. on
2. before
3. on
4. before
5. on
6. after
7. on
8. on
9. before
10. after

B.
1. noun
2. Latin
3. a bird
4. no

Self-Check Test 14-1(B)

A.

month	moor	moon	mop	moonlight
monopoly	moose	moo	moray	mooch

B. 1. two 2. names something 3. Italian

Self-Check Test 14-2

1. Fire
2. F
3. All should be underlined
4. C, p. 82
5. F, p. 123
6. A, p. 318; C, p. 318
7. H, p. 143; C, p. 943; C, p. 699
8. P, p. 667
9. 5
10. F, p. 124

Self-Check Test 14-4(A)

A.

910 Winer, Richard
WIN The Devil's triangle. Bantam Books
[c 1974]
222p illus

B. 1. (600-699) Applied Science
2. (900-999) History
3. (700-799) Arts and Recreation
4. (900-999) History
5. (500-599) Pure Science

C. 1. The book might be too long or too short for what you need.

2. The book might be too old to give you good information.

Self-Check Test 14-4(B)

A.

629 Fervalo, Rocco
FER Junior Science Book of Flying
Garrard [c 1960]
65p illus

B. 1. (900-999) History
2. (100-199) Philosophy
3. (600-699) Applied Science
4. (600-699) Applied Science
5. (500-599) Pure Science

Address _____ Student _____

Lesson 14

Assignment 5: Worksheet 14 (All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

A. Directions: In the group below, circle every word which is located between the guide words, manger and mansion.

mangle mantle maneuver manorial
manicure manipulator manure manslaughter

B. Directions: List five things a dictionary can tell you about a word.

1. _____

2. _____

3. _____

4. _____

5. _____

C. Directions: Using the following index page from an encyclopedia, answer the questions.

Alaska	2:146
Arctic Region	2:324
Earthquakes	5:212
Eskimo	5:358
Glaciers	6:352
Purchase	14:271
Seward, Wm.	13:294
Volcano	14:362

1. How many different volumes have material about Alaska? _____

2. One person is listed here. Who was he? _____

3. In what volume and on what page is there information about Alaskan glaciers? _____

4. Can you find out anything about Alaskan earthquakes in this set? _____.

5. Why are earthquakes and Eskimos both listed in volume 5? _____
_____

D. Directions: Study the following catalogue card and then answer the questions below.

629.133 WHI	White, Dale Is something up there? The story of flying saucers. Doubleday (c1968) 166p illus A report of modern UFOs describing some famous sightings, fakes and mistakes, and theories about unexplained sightings. Bibliog 1 Flying saucers I T

1. The author of Is Something Up There? is _____

2. The call number of this book is _____

3. The publisher is _____

4. Is the book illustrated? _____

5. What would be the heading on the subject card for this book?
_____

MAIL THIS IN WITH YOUR UNIT TEST.

UNIT V

Lesson 15

ASSIGNMENTS:

1. Quotation Marks (Spoken and Written Words)
2. Quotation Marks (Articles, Poems, etc.)
3. Worksheet 15
4. Review
5. Unit Test VA

OBJECTIVES: The student will be able to:

1. use quotation marks to enclose exact words spoken or written.
2. use quotation marks to indicate articles, chapters, poems, etc.

Lesson 15

Assignment 1: Quotation Marks (Spoken and Written Words)

Objective: The student will be able to use quotation marks to enclose exact words spoken or written.

All exact words that someone says, thinks or writes must be enclosed in quotation marks (" ").

Examples

(i) "The unit tests are in the filing cabinet," she said.
(ii) "I'm going to cry!" she screamed.
(iii) "Can you come back?" she asked.

DO NOT PASS

Punctuation used with quotation marks.

(i) Capitalize the first word of a quotation.
He asked, "How far is it?"
(ii) Commas separate the quotation from the rest of the sentence.
She wrote, "I will not be able to attend the wedding."
"Tomorrow," he said, "will be soon enough."
(iii) Commas and periods are always placed inside quotation marks.
(iv) Put an exclamation point or a question mark in the sentence as it should be.
"Can you come back?" she asked.
(Note: "You can come back," she said. In this sentence, a comma follows the word back because this is a statement.)

Note that a sentence needing quotation marks has two parts--one part tells that someone is speaking or writing, and the other part gives the exact words said or written. Never use quotation marks unless you have these two parts:

(i) words telling that someone is saying or writing, and
(ii) the exact words said.

For example, by itself the sentence The unit tests are in the filing cabinet would not need quotation marks because there are no words telling you that someone is speaking.

Sometimes you'll find that the exact words of the speaker are divided. We'll call this a "split quotation." The part of the sentence that is not a part of the quotation is usually a group of words that tell you who's talking.

Examples

(i) "The unit tests," she said, "are in the filing cabinet."
(ii) "If you find John," she said, "tell him to come over tonight."

The exact words spoken are split by the words she said, and so two sets of quotation marks are needed to enclose them.

There is one other sentence we should look at now. That is the indirect quotation.

Indirect quotations, quotations where the exact words spoken or written are not given, do not need quotation marks.

For example: He says that he has two paragraphs to finish this afternoon.

The exact words spoken are not given, and so no quotation marks are needed. If this statement was a direct quotation, it would read He said, "I have two paragraphs to finish this afternoon." In this case quotation marks would be needed.

The following comparison should help you see the differences in regular quotations, split quotations and indirect quotations.

regular quotation	She said, "The unit tests are in the filing cabinet."
split quotation	"The unit tests," she said, "are in the filing cabinet."
indirect quotation	She said that the unit tests are in the filing cabinet.

Now take Self-Check Test 15-1(A)

Self-Check Test 15-1(A)

Directions: Supply quotation marks and their related punctuation where needed.

1. You don't mean that I cried

2. Well he said that's that

3. They said that she was ill

4. The man asked the boy What have you done

5. The car said the policeman skidded off the road

6. I told him that he had won

7. I told him You have won

Check your answers with the Key at the end of the lesson. If you made more than one mistake on Self-Check Test 15-1(A), review the material and take Self-Check Test 15-1(B).

Directions: Supply quotation marks and their related punctuation where needed.

1. The teacher asked Do you think you'll finish

2. I asked the usher why we couldn't go in

3. There will be a meeting today Mr. Brown said

4. Mrs. Smith said You may leave

5. Yes said Mary I am going too

6. Help cried Jack

7. Joe said Bill let me ride with you

Check your answers with the Key.

Go on to the next assignment.

Assignment 2: Quotation Marks (Articles, poems, etc.)

Objective: The student will be able to use quotation marks to indicate articles, chapters, poems, etc.

Here is another rule for when you use quotation marks.

Quotation marks are used to indicate names or titles of chapters of books, articles in magazines, songs, poems, short stories, etc. The general rule is that books, magazines, works which are published on their own, are underlined, and parts of books and magazines (chapters, essays, stories, poems) are enclosed in quotation marks (" ").

A chart may help you to see this more clearly.

	Individual Title	Book or Magazine Title
article	"The Navajo Today"	National Geographic Magazine
song	"I Love You Truly"	Songs for the Perfect Wedding
poem	"Dream of the Land"	Winter News
short story	"To Build a Fire"	Action Stories of Yesterday and Today

Which of these would be in quotation marks, and which would be underlined?

1. a short story by Edgar Allen Poe
2. a poem by Edgar Allen Poe
3. a book of all of Edgar Allen Poe's poems
4. a magazine article about Edgar Allen Poe

Numbers 1, 2, and 4 would be in quotation marks. Number 3 would be underlined.

If everything is pretty clear now, you're ready to take Self-Check Test 15-2(A). If you have forgotten anything from yesterday, review it now. The questions on the Self-Check Test will have you use quotation marks with quotations as well as names of poems, etc.

Self-Check Test 15-2(A)

Directions: Supply, where necessary, quotation marks and their related punctuation. Also, underline where necessary.

1. She says that she is going home at two o'clock.
2. Okay he said I'll be there on Friday.
3. Did you speak to him she asked.
4. She wrote in her diary Nothing worth noting happened today.
5. My neighbor yelled through the apartment wall turn down your stereo.
6. Hurry up or we'll miss the bus she said to her brother.
7. Here I sit he grumbled while she is out having a good time.
8. He said that considering the circumstances he was happy with his results.
9. The politician said No comment.
10. If you go to the store Mary said please get me a loaf of bread.
11. Read the short story The Luck of Roaring Camp.
12. Wind Song is a collection of poems by Carl Sandburg.

Check your answers with the Key. If you made no more than four mistakes, go on to Assignment 3.

-BUT-

If you made more than four mistakes, take Self-Check Test 15-2(B).

Self-Check Test 15-2(B)

Directions: Supply, where necessary, quotation marks and their related punctuation. Also, underline where necessary.

1. One of Robert Frost's best poems is Mending Wall.
2. The doctor asked How does it feel now
3. Surely you must see that we're lost said Ann.
4. Mark shouted that he was leaving.

Self-Check Test 15-2(B) cont'd.

5. Milton's Paradise Lost is hundreds of pages long, but he also wrote shorter poems, like On His Blindness.

6. I read, in National Geographic, an article entitled The Aborigines.

7. I'll take it for you offered Paul if it will save time.

8. That's too loud exclaimed Mary.

9. Will it hurt he asked the dentist

10. Run cried Bill

Check your answers.

Go on to Assignment 3.

Answer Key to Self-Check Tests
Lesson 15

Self-Check Test 15-1(A)

1. "You don't mean that!" I cried.
2. "Well," he said, "that's that."
3. They said that she was ill. (indirect quotation)
4. The man asked the boy, "What have you done?"
5. "The car," said the policeman, "skidded off the road."
6. I told him that he had won. (indirect quotation)
7. I told him, "You have won!"

Self-Check Test 15-1(B)

1. The teacher asked, "Do you think you'll finish?"
2. I asked the usher why we couldn't go in.
3. "They will be meeting today," Mr. Brown said.
4. Mrs. Smith said, "You may leave."
5. "Yes," said Mary, "I am going too."
6. "Help!" cried Jack.
7. "Joe," said Bill, "let me ride with you."

Self-Check Test 15-2(A)

1. She says that she is going home at two o'clock.
2. "Okay," he said, "I'll be there on Friday."
3. "Did you speak to him?" she asked.
4. She wrote in her diary, "Nothing worth noting happened today."
5. My neighbor yelled through the apartment wall, "Turn down your stereo!"

Self-Check Test 15-2(A) cont'd.

6. "Hurry up or we'll miss the bus," she said to her brother.

7. "Here I sit," he grumbled, "while she is out having a good time."

8. He said that considering the circumstances he was happy with his results.

9. The politician said, "No comment."

10. "If you go to the store," Mary said, "please get me a loaf of bread."

11. Read the short story "The Luck of Roaring Camp."

12. Wind Song is a collection of poems by Carl Sandburg.

Self-Check Test 15-2(B)

1. One of Robert Frost's best poems is "Mending Wall."

2. The doctor asked, "How does it feel now?"

3. "Surely you must see that we're lost," said Ann.

4. Mark shouted that he was leaving.

5. Milton's Paradise Lost is hundreds of pages long, but he also wrote shorter poems, like "On His Blindness."

6. I read, In National Geographic, an article entitled "The Aborigines."

7. "I'll take it for you," offered Paul, "if it will save time."

8. "That's too loud!" exclaimed Mary.

9. "Will it hurt?" he asked the dentist.

10. "Run!" cried Bill.

Address _____ Student _____

Lesson 15

Assignment 3: Worksheet 15 (All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

Directions: Where necessary, supply quotation marks and related punctuation.

1. John said it's too hot in here.
2. Mary the instructor asked will you pass me a Refresher Mathematics
3. He said all I want is a little butter on my bread
4. I'll be home late he said. Don't wait up for me
5. He said that he didn't care about it
6. He was studying Unit 3, Chemical Coumpounds, in the textbook Modern Chemistry
7. Miss Brown asked have you read the book I Heard the Owl Call My Name
8. Every student said Paula should try to understand this
9. Is this a true story asked Nancy.
10. The patrolman told us You are on the wrong road.

* Remember to capitalize the first word of a quotation.

MAIL THIS IN WITH YOUR UNIT V TEST.

Assignment 4: Review

Here is a checklist of things you'll have to know when you take your test for Unit V. Put a check on the line if you feel you have learned the concept well. If you have any lines left blank, go back and review that assignment.

*_____1. Verbs and Subjects (Lesson 13, Assignment 1)

*_____2. Verbs and Subjects (Lesson 13, Assignment 2)

_____3. Spelling Demons (Lesson 13, Assignment 4)

_____4. Dictionary Skills (Lesson 14, Assignment 1)

_____5. Encyclopedia Skills (Lesson 14, Assignment 2)

_____6. Library Skills (Lesson 14, Assignment 3)

*_____7. Quotation Marks (Lesson 15, Assignments 1 and 2)

* Spend extra time on reviewing these.

UNIT VI

Lesson 16

ASSIGNMENTS:

1. Complex Sentences
2. Complex Sentences
3. Spelling
4. Reviewing Stories
5. Worksheet 16

OBJECTIVES: The student will be able to:

1. write complex sentences and to distinguish between simple, compound and complex sentences.

2. devise a means for spelling difficult words.

Lesson 16

Assignment 1: Complex Sentences

Objective: The student will be able to write complex sentences and to distinguish between simple, compound and complex sentences.

Today we'll review two types of sentences you've already learned and find out about a third type. As you read through this lesson you should feel comfortable with the first two types of sentences--simple and complex. In Lesson 2 you studied simple sentences. Compound sentences were discussed in Lesson 10. You should go back to these lessons if you don't understand either type of sentence. Be sure you can recognize them before you try working with complex sentences.

Simple, Compound and Complex Sentences

The object of looking at sentences as simple, compound and complex is not so much that you be able to identify simple, compound and complex sentences, but that you be able to use them in your writing. Good writing is made up of a variety of simple, compound and complex sentences.

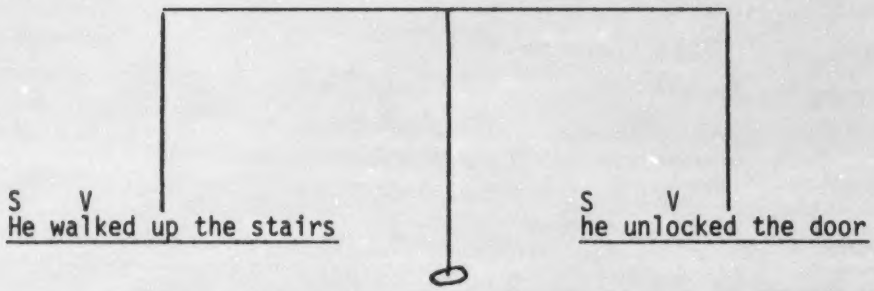
A simple sentence has one clause or subject-verb set and makes a complete statement.

Examples
S V
He came through the door.
S V
Joan is tall.

A simple sentence stands by itself; nothing needs to be added to it.

A compound sentence has two (or more) simple sentences joined by and, but, or, or nor. A comma is used before the joining words (and, but, or, or nor) in a compound sentence.

Examples
S V S V
He walked up the stairs, and he unlocked the door.
S V S V V
Mary has a car, but Paul doesn't have one.

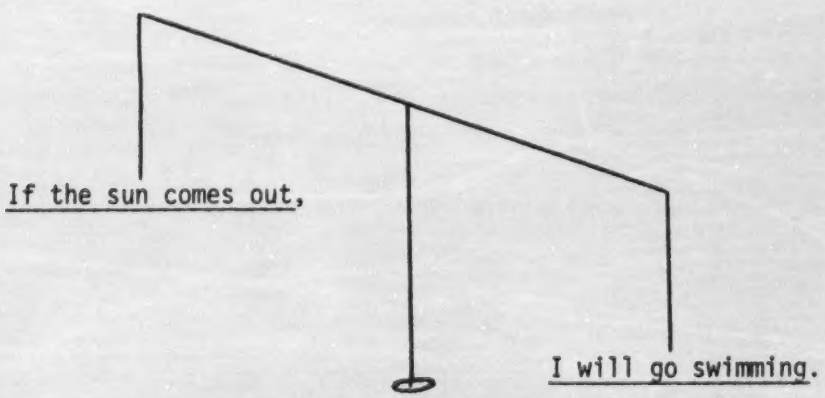


In a compound sentence the two parts, the two subject-verb sets, are of equal weight. They are independent of each other; they can each stand alone as a separate sentence.

He walked up the stairs. He unlocked the door.

A complex sentence, like a compound sentence, has two (or more) clauses or subject-verb sets, but unlike a compound sentence the two sets are not of equal weight. One set is more important than the other; one set can stand on its own but the other is a fragment and can't stand alone.

Example If the sun comes out, I will go swimming.



In the example, I will go swimming is the main subject-verb set. It can stand on its own. The other set, if the sun comes out, is secondary or dependent. It is a fragment and must be attached to I will go swimming to complete its meaning.

Example He is the boy who threw the rock.

In the second example He is the boy is the main subject-verb set, and who threw the rock is the dependent set. To complete its meaning, who threw the rock must be attached to He is the boy.

The secondary or dependent subject-verb set in a complex sentence is usually introduced by one of the following words: who, whose, whom, which, that, if, when, although, since, because or as. These words are the signposts to complex sentences.

Comma Rule with Complex Sentences

When the dependent subject-verb set or clause comes first in the sentence, it is separated from the main subject-verb set by a comma.

Examples

When the rain started, everyone ran for cover.
If you know so much, why are you working here?

In both examples the dependent subject-verb sets come first, and so commas follow them.

The following examples are for you to use as practice in distinguishing simple, compound and complex sentences. Use the following abbreviations to indicate the type of sentence.

S = Simple
Cd = Compound
Cx = Complex

_____ 1. Slowly and quietly she made her way to the door.

_____ 2. You can ski with us if you have your own gear.

_____ 3. Although we drove to Portage, we took the train to Whittier.

_____ 4. When you've finished that, wash the car.

_____ 5. Pat flew to Central; Jane drove the Steese Highway.

_____ 6. She smiled sadly and walked away.

_____ 7. He wanted to work with animals, and he became a veterinarian.

_____ 8. She baked the cake because she liked surprises.

_____ 9. Richard and she ate their dinner and went to a show.

_____10. These sentences were hard, but I could do them.

Let's analyze each sentence and see how well you did.

S 1. We have one subject/verb set. (she made)

Cx 2. We have two subject/verb sets. (You can ski and you have) And, we have the word if introducing a clause.

Cx 3. We have two subject/verb sets. (we drove and we took) We have the word although introducing a clause.

Cx 4. We have two subject/verb sets. (You've finished and (you) wash) We have the introduction word when.

Cd 5. We have two subject/verb sets. (Pat flew and Jane drove) We have a semicolon (;) dividing the two independent clauses.

S 6. We have one subject/verb set. (She smiled, walked)

Cd 7. We have two subject/verb sets. (He wanted and he became) We have (,and) which signals a compound sentence.

Cx 8. We have two subject/verb sets. (She baked and she liked)

S 9. We have one subject/verb set. (Richard, she and ate, went)

Notice that this sentence has a compound subject and compound verb and not two separate subject/verb sets.

Cd 10. We have two subject/verb sets. (sentences, were and I could) We have (, but) which signals a compound sentence.

How did you do? Now that you can recognize the different sentence types, you should feel more free to use them in your writing. We'll do that tomorrow.

Go on to Assignment 2.

Assignment 2: Complex sentences

Objective: The student will be able to write complex sentences and to distinguish between simple, compound and complex sentences.

Today you are to practice writing compound and complex sentences. Then, when you're asked to write paragraphs, use these sentences.

We didn't go flying. It snowed all day. We will go Monday.

Wouldn't it have been better to say,

Because of the snow, we didn't go flying, but we will go Monday.

Practice writing compound or complex sentences in your daily work. Put variety in your writing.

Now take Self-Check Test 16-2(A).

Self-Check Test 16-2(A)

A. Directions: The following are secondary or dependent subject-verb sets or clauses. They are not sentences on their own. Attach these fragments to a main subject-verb set, making them into a complex sentence.

1. Although he had other work to do

_____

2. who wears a red raincoat

_____

3. because she has a cold

_____

B. Directions: The following are main subject-verb sets and could stand as sentences on their own. Attach a dependent subject-verb set to them, making them into complex sentences.

1. He is heavy _____

_____

2. The car has a smashed headlight _____

_____

3. I don't want to go to the party _____

_____

C. Directions: Each of the following is a complex sentence having one main subject/verb set and one secondary or dependent subject-verb set. For each sentence separate the sets and state whether they are main or dependent. Remember (i) the main set can stand on its own (ii) the dependent set is a fragment and needs to be attached to the main one to complete its meaning.

1. As you have probably heard, John and his brother came to the party.

   (Main) _____

   (Dependent) _____

2. While she was shopping at Eaton's, Dr. Jones met a former patient.

   (Main) _____

   (Dependent) _____

3. The two snakes stopped and remained absolutely still when they were six feet apart.

   (Main) _____

   (Dependent) _____

Check your answer with the Key that is located at the end of the lesson. If you are satisfied that your sentences are like those in the Key, and if you got all of the sentences in part C correct, go on to Assignment 3.

-BUT-

If your sentences didn't seem to be like those in the Key, or if you missed any of part C, take Self-Check Test 16-2(B).

Self-Check Test 16-2(B)

A. Directions: The following are secondary or dependent subject-verb sets or clauses. They are not sentences on their own. Attach these fragments to a main subject-verb set, making them into a complex sentence.

1. until someone saw her _____

_____

2. which is red _____

_____

3. after the rain stopped _____

_____

B. Directions: The following are main subject-verb sets and could stand as sentences on their own. Attach a dependent subject-verb set to them, making them into complex sentences.

1. She turned off the T.V. set _____

_____

2. Her hair was ruffled _____

_____

3. She was angry with him _____

_____

C. Directions: Each of the following is a complex sentence having one main subject-verb set and one secondary or dependent subject-verb set. For each sentence separate the sets and state whether they are main or dependent. Remember (i) the main set can stand on its own (ii) the dependent set is a fragment and needs to be attached to the main one to complete its meaning.

1. The vote was taken after the candidates had left the room.

(Main) _____

(Dependent) _____

2. Until they moved to Northway, they knew nothing about really cold weather.

   (Main) _____

   (Dependent) _____

3. You do not need a life preserver if you can swim.

   (Main) _____

   (Dependent) _____

Check your answers with the Key.

Go on to Assignment 3.

Assignment 3 Spelling

Objective: The student will be able to devise a means for spelling difficult words.

In many subjects we learn to use tricks to remember certain facts we'll be called upon to repeat at a later time. For example, you could be asked to list the seven colors in the rainbow. Is pink one? If you will remember that the colors in the rainbow spell a man's name, Roy G. Biv, you will be able to rattle them off quickly. Here are the seven colors. R (red), o (orange), y (yellow), G. (green), B (blue), i (indigo), v (violet).

You can do this same thing when you are studying spelling words. Look at these 25 words. This is your spelling list for this unit.

all right	handkerchief	sandwich
attendance	hear	secretary
criticize	loose	separate
dessert	misspelled	similar
develop	peculiar	speech
embarrass	piece	stationery
forty	principal	their
grammar	principle	there
		where

Okay! What can we do with these? Are there any tricks we can come up with that will help us remember which letters to use? Here are some. See if you can think of some others.

all right (all of all has to be there, all alone)

attendance (you attend the dance)

criticize (critic + his ize)

dessert (two s's--two helpings)

develop (lop off the e)

embarrass (two r's, two s's)

forty (the fort held for forty days)

You can do this same thing. In fact the "tricks" you come up with will probably help you more than those above. If it helps, use it.

Stop right now and try to create a "trick" for spelling these words.

Self-Check Test 16-3

A. Directions: In the paragraph below there are fifteen misspelled words. Find and circle these. Then spell the words correctly on the lines below.

It's alright for you to go to our next meeting. No one their will critisize your attendence or embarass you. You will be able to here our principal speaker give a talk on the peculear way words are mispelled. Then he will give a simalar speach on grammer. He's really fine. You'll want to be there. After the meeting, our secratary will serve sandwiches and deserts. We'll try to get lose at about eight-fourty.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

B. Directions: Write out four "tricks" for learning to spell these words.

1. separate: _____

2. stationery: _____

3. piece: _____

4. where: _____

Check your answers with the Key at the end of the lesson.

Go on to Assignment 4.

Lesson 16

Assignment 4: Reviewing Stories

Below are five questions. You are to select the answer you think is best. Then, write, in one or two complete sentences why you chose the answer you did. (This is to be sent in with your Worksheets and Test for Unit 6. Each question will be graded.)

1. You are planning a birthday party in honor of Madame Loisel in "The Diamond Necklace." Choose three famous people you think she would like to meet at your party and explain why you chose these people.

   a.

   b.

   c.

2. If she lived today, the favorite meal of the Princess in "The Lady or the Tiger" would probably be:

   a. sirloin steak and baked potato
   b. pheasant under glass and wine
   c. sausage pizza and coke
   d. wheat germ and goat's milk

   (Choose a meal and give a reason for the choice. If you don't think she'd choose any of these, tell why.)

MAIL THIS IN WITH YOUR UNIT VI TEST.

3. The main character in "To Build a Fire" would prefer:

   a. skiing in the alps
   b. sunbathing in Hawaii
   c. camping in the mountains
   d. going to a show in New York

   (Choose one and give your reasons.)

4. You are a director making a movie of "The Verger." Which of these would you hire to play the part of the Verger? Tell why you chose him.

   a. Paul Newman
   b. John Wayne
   c. Bob Hope
   d. John Denver

5. The young man in "The Lady or the Tiger" has just purchased a new car. The car he bought was a:

   a. Cadillac
   b. Volkswagon
   c. Jeep
   d. Dodge pickup truck

   (Tell why you think he chose the one he did.)

MAIL THIS IN WITH YOUR UNIT VI TEST.

Key to Self-Check Tests
Lesson 16

Self-Check Test 16-2(A)

(The following are suggested answers.)

A. 1. Although he had work to do, he took a nap.

2. They are looking for a lady who wears a red raincoat.

3. She cried because she was cold.

B. (The following are suggested answers.)

1. Although he diets, he is heavy.

2. The car which was abandoned has a smashed headlight.

3. I don't want to go to the party because he will be there.

C. 1. *dependent* *main*
As you have probably heard, John and his brother came to the party.

2. *dependent* *main*
While she was shopping at Eaton's, Dr. Jones met a former patient.

3. *main* *dependent*
The two snakes stopped and remained absolutely still when they were six feet apart.

Self-Check Test 16-2(B)

A. (The following are suggested answers.)

1. She waved until someone saw her.

2. It's the top light which is red.

3. We went home after the rain stopped.

B. (The following are suggested answers.)

1. Since Mom was mad at us, she turned off the T.V. set.

2. After the volleyball game, her hair was ruffled.

3. She was angry with him because he drove carelessly.

C. 1. The vote (*main*) was taken after the candidates (*dependent*) had left the room.

2. Until they moved to Winnipeg (*dependent*), they knew nothing (*main*) about really cold weather.

3. You do not need a life preserver (*main*) if you can swim (*dependent*).

Self-Check Test 16-3

It's alright for you to go to our next meeting. No one their will critisize your attendence or embarass you. You will be able to here our principal speaker give a talk on the peculear way words are mispelled. Then he will give a simalar speach on grammer. He's really funny. You'll want to be there. After the meeting, our secratary will serve sandwiches and deserts. We'll try to get lose at about eight fourty.

all right	hear	grammar
there	peculiar	secretary
criticize	misspelled	desserts
attendance	similar	loose
embarrass	speech	forty

B. (These are suggested answers.)

1. separate: (get a rate for a separate room.)
2. stationery: (this is paper, both have er in them)
3. piece: (piece of pie and i before e)
4. where: (Where? here.)

Address _____ Student _____

Lesson 16

Assignment 5: Worksheet 16 (All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

A. Directions: Rewrite these groups of simple sentences as either compound or complex sentences.

1. Ronald arrived in Canada for the first time. He was then taken to Vancouver Island.

_____

_____

2. The picnic lunch was all packed and ready. Sarah went to call the children.

_____

_____

3. I remembered noticing his coat. He had patched it several times.

_____

_____

4. We arrived by train two days later. Our cousins were waiting for us at the station.

_____

_____

5. The officers went down to look at the grain. It was being stored in the middle of the ship.

_____

_____

6. Marian threw out her writings. She felt dissatisfied with them.

_____

_____

MAIL THIS IN WITH YOUR UNIT VI TEST.

7. You want to take a holiday. You must first decide where to go. You next decide what to take along.

_____

_____

B. Directions: Rewrite these compound or complex sentences as two or more separate sentences. You may need to add words.

1. Oceanography students attend classes underwater, and they take notes using yellow crayons on zinc slates.

_____

_____

2. Lemmings are particularly common in the mountainous regions where the juniper trees grow.

_____

_____

3. Birds which destroy harmful insects should be protected by our conservation laws.

_____

_____

4. Pets can be a lot of trouble, but they are also a lot of fun.

_____

_____

5. The committee recommended the decision, but they asked that it be delayed a few months.

_____

_____

MAIL THIS IN WITH YOUR UNIT VI TEST.

UNIT VI

Lesson 17

ASSIGNMENTS:

1. Summarizing
2. Summarizing
3. Outlining
4. Outlining
5. Worksheet 17

OBJECTIVES: The student will be able to:

1. use the information presented in the previous lesson to summarize a given paragraph.
2. arrange information in outline form.
3. write a report using information taken from a given outline.

Lesson 17

Assignment 1: Summarizing

Objective: The student will be able to recognize techniques of summary.

In your first assignment for this week you are asked to read and learn. You are going to be learning about how to reduce sentences. When a company produces powdered milk, they remove the liquid. This leaves the dry milk that can later be added to water again. When you tell someone about something that has happened to you, you usually take a lot of the "extra" out. You, like the company, produce a smaller product for the user. Your listener can take your smaller product, add his or her imagination and come up with the whole thing again. What you have done in telling your shortened story is to summarize. In a summary, you choose the most interesting things to tell. You leave out less important things. Just as the milk company would not want to have a powdered milk package as large as a gallon of milk, you want your summary to be smaller than the actual happening. Let's look at summarizing something you've read. Your summary should be about one-fourth as long as the work you read. In other words, if you read a story of about four hundred words, you should try to keep your summary of that story to one hundred words. This formula might help.

$$\frac{\text{number of words in the story}}{4} = \text{number of words in your summary}$$

When you are asked to summarize something, prepare for your summary.

1. Take notes.
2. As you read the material, look for main ideas.
3. After you have selected the main ideas, find other things that support the main ideas you've found. Be very "choosy." Leave out everything but very important details.

Now you're ready to write your summary. Look at your notes. Use your main ideas. Write a paragraph giving these main ideas in your words. Don't forget that you have to reduce the material. Don't end up with a rewritten story that is as long as the original.

After you've written your summary, read it again. Cut it some more.

Example (Original Work)

> Running does not require a great investment in equipment. Nothing, in fact, is as important as a good pair of running shoes. The shoe is the anchor around which any runner's program gravitates and tennis, basketball or other shoes just don't make the grade. Chances are, in fact, that shoes not

built specifically for running could cause unnecessary injuries. And why take that chance? With shoes the only major investment in running equipment, there's no excuse for putting off the purchase for some point farther down the road -- and neither is there an excuse for buying anything second-rate.

from Runner's World

Main Ideas

1. Running is a cheap sport.
2. You need running shoes for running.
3. The wrong shoes can hurt your feet.
4. Buy running shoes to begin with.

First Draft of Paragraph

The only real equipment you need for running is a pair of running shoes. When you buy running shoes, buy good shoes or you may have problems with your feet.

Final Summary

When you start running, buy shoes made for running.

The summary you write is called a précis.

Lesson 17

Assignment 2: Summarizing

Objective: The student will be able to use the information presented in the previous lesson to summarize a given paragraph.

Yesterday you probably thought you'd be asked to summarize a paragraph. You were right. The paragraph below was taken from "New Boats Just for Fun" an article in an issue of Popular Mechanics. Review assignment one before you start to make your summary. Then, following the rules for summarizing, write a summary of the paragraph. There are approximately 114 words in this paragraph. Send this summary in with the work for this unit.

> All pleasure craft can be fun, but some unique boats can give you an added measure of action, comfort in operation and convenience for getting in and out of the water. Some models will stow in a closet or car trunk, trailer behind a bicycle, strap on below a backpack. Many are small and not very safe in rough water, but offer a new way to get afloat. This selection of recent crafts offers a boating bonus. Prices are less than for bigger hulls and some can be home-built. Most get speed from small engines, the wind or both. All are available in bright colors and several come with size and power options.
>
> from Popular Mechanics

Summary

MAIL THIS IN WITH YOUR UNIT VI TEST.

Lesson 17

Assignment 3: Outlining

Objective: The student will be able to recognize the importance of outlining, and will be able to arrange information in outline form.

Your English skills will help you in all of your other subjects. Writing correctly is terribly important. Being able to read and summarize is always helpful. And, knowing what to say and how to say it will forever come in handy. Today, you are going to study outlining. When you write an essay answer to a question, do you ever just start writing with no thought of what you're writing? You shouldn't. You should stop, take aim and "fire" carefully.

In English courses that you'll take later, and in many other courses, you'll be asked to write long papers or themes. If you start writing without thinking, you'll probably end up with a mess. This assignment on outlining will teach you how to organize your thoughts so that you have a well-written report or an excellent set of notes from which to make an oral report.

In addition to helping you write well, the techniques of outlining can help you to put what others have said in a clear, easy-to-read form. This is especially helpful when you are studying for other courses. Outlining a social studies chapter can save you a lot of time later.

An outline is a skeleton of the theme you want to write. You'll put the meat, muscles and features on later. Right now you're building the frame. Here is what a good outline frame should look like.

Outline Form

I.
  A.
  B.
    1.
    2.
      a.
      b.

II.
  A.
    1.
      a.
      b.
    2.
  B.

There are a few rules you should remember when outlining.

1. Indent two or three letters for each heading.

   I. Birds
      A. eagle
      B. cardinal
   II. Fish
      A. herring
      B. salmon

2. If you are outlining material for a speech or for a report, you may want to use key words or topical headings. With these you write only a word or two that will cue you as to what goes next.

   Example I. Mammals
      A. wolves
      B. whales

   If you are outlining a chapter for study, you will probably want to use the sentence outline. This will give you more information when you use it for review.

   Example I. Both reading speed and comprehension can be improved in the following ways.
      A. Stop reading to yourself
      B. Read "thought units"
      C. Practice reading faster

3. Don't use a heading numeral or letter unless you have at least two such headings. In other words, if you have Roman numeral I, you have to have a II. If you have an A, you have to have a B.

4. Write legibly. Scrawled notes will cause you time and trouble later.

Practice putting the points below in an outline form. There are main topics that should be written in beside the Roman numerals. Then you'll want to look for the subtopics which belong with each main topic that you have listed beside the Roman numerals. Finally, if you find any words that are divisions of a subtopic, write them under the correct subtopics.

Mammals
red color
ostrich
deer
bear
waddle-type walk

elephant
black and white coloring
topknot
penquin
monkey
cardinal
Birds

I.
  A.
  B.
  C.
  D.

II.
  A.
    1.
    2.
  B.
    1.
    2.
  C.

Here is what your outline should look like. The subtopics do not have to be in the same order, but they do have to be under the main topics.

I. Mammals
  A. bear
  B. monkey
  C. elephant
  D. deer

II. Birds
  A. penguin
    1. black and white coloring
    2. waddle-type walk
  B. cardinal
    1. red color
    2. topknot
  C. ostrich

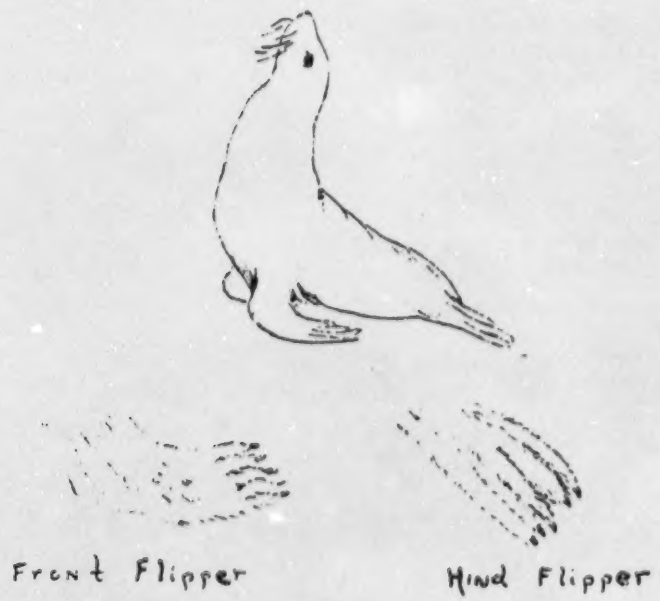
Look over the outline again. It's very logical. Everything should fit. Make sure you know the mechanics of how it works. Tomorrow you practice with the outline.

Go on to Assignment 4.

Assignment 4: Outlining

Objective: The student will be able to write a report using information taken from a given outline.

Yesterday you practiced putting information into an outline form. Today, you are to do the reverse. Pretend you have researched a subject such as seals. You have read materials from various books. Now you're ready to write your report. Use the outline below and write a short report on seals. Each main heading (Roman numerals) will be contained in a sentence that starts a new paragraph. The subtopics that are under the main headings will be included in that paragraph. Don't try to make your work long or wordy. This assignment is designed to see if you understand outlining. Notice that it is to be sent in with your worksheets.



Address _____ Student _____

Lesson 17

I. True seals
   A. No external ears
   B. Flippers that go backwards

II. Eared seals
   A. Fur seals
      1. Lives entirely at sea
      2. Has fine hair
      3. Hunted for pelt
   B. Sea lion
      1. Lives along shores
      2. Has coarse hair
      3. Hunted for blubber
      4. Trained for circuses

Directions: Using this outline, write a short report on seals. (Use another sheet of paper if you want to write more.)

Seals

MAIL THIS IN WITH YOUR UNIT VI TEST.

Address _____ Student _____

Lesson 17

Assignment 5: Worksheet 17 (All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

Directions: Choose one of the subjects listed below and do these things:

I. Prepare an outline with at least two main headings and two subtopics.
II. Write a brief report on your chosen subject using your outline as a guide.
III. Write a summary of your report.

Hunting Safety
Making Friends
Enjoying Good Health
Building a *(choose a project)*
Owning an Animal
Learning from Adults
Earning a Living
Winning in Sports

Outline

MAIL THIS IN WITH YOUR UNIT VI TEST.

Address _____ Student _____

Report

Summary

MAIL THIS IN WITH YOUR UNIT VI TEST.

UNIT VI

Lesson 18

ASSIGNMENTS:

1. Vocabulary (New Words)
2. Vocabulary (Acronyms)
3. Review A
4. Review B
5. Unit Test VI A

OBJECTIVES: The student will be able to:

1. define some words that have been coined in the past few years.
2. identify and interpret acronyms.

Lesson 18

Assignment 1: Vocabulary (New Words)

Objective: The student will be able to recognize that English is a growing language and will define some words that have been coined in the past few years.

As you saw in Unit IV, Lesson 8, the English language has borrowed words from many languages. However, it has also made up words of its own. When discoveries are made, we must have a means of recording these. So, we choose a word to represent this discovery or act. The more use the word gets, the sooner it becomes an accepted part of the English language. Do you recognize these words? All have come into our language in recent years.

Word	Meaning	Origin
Kleenex	paper tissue used as a handkerchief	brand name
Poloroid Land camera	early self-developing camera	invented by Mr. Land
miniskirt	very short skirt	mini (short)

Unless you have a very modern dictionary, many of the words in Self-Check Test 18-1(A) and 18-1(B) will not be listed. However, you will probably know most of them. Take Self-Check Test 18-1(A). If you have little trouble, go on to Assignment 2. You could do Self-Check Test 18-1(B) for fun.

Self-Check Test 18-1(A)

Directions: You are writing a dictionary of "new" words. After each word below, write a brief meaning.

1. polyester: _____

   _____

2. astronaut: _____

   _____

3. xerox: _____

_____

4. cassette: _____

_____

5. zip code: _____

_____

6. coke: _____

_____

7. wetsuit: _____

_____

8. transistor: _____

_____

9. cellophane: _____

_____

10. snowmobile: _____

_____

Check your answers with the Key.

Self-Check Test 18-1(B)

Directions: You are writing a dictionary of "new" words. After each word below, write a brief meaning.

1. paperback: _____

_____

2. laundromat: _____

_____

3. frigidaire: _____

_____

5. aspirin: _____

_____

6. juke box: _____

_____

7. sauna: _____

_____

8. fiberglass: _____

_____

9. C.B.: _____

_____

10. T.V.: _____

_____

Check your answers with the Key.

Go on to Assignment 2.

Assignment 2: Acronyms

Objective: The student will be able to recognize and interpret acronyms.

You've learned that the English spoken in the United States is a mixture of languages. True, English is English. However, as you've seen, we've borrowed words from other languages. When English-speaking people in the United States run into something new and that something new already has a name in another language, it's very likely that name will be "adopted" into English. Look at these examples.

> The French who settled in the South gave us words such as *depot*, *levee* and *bayou*.
>
> As the cowboy went west, he learned to use the words *ranch*, *canyon* and *tornado* which came from Spanish.
>
> From the American Indian we learned of *hominy*, *skunk* and *Spokane*.

We also kept words from Old English. An example is the word *fall* or *autumn*.

As time passes, new words, such as those you studied yesterday, have been added. Some have come from brand names. Others have been coined or made up in other ways. Today's lesson deals with words that are formed by taking the first letters of several words that name something. These are called acronyms. Here are some examples. Look carefully at how they are formed.

radio, detecting and ranging = *radar*

sound navigation ranging = *sonar*

Medium Orbital Unmanned Satellite of the Earth = *MOUSE*

Acronyms are fun. Many companies try to use acronyms. It's easier to remember a catchy word than what it stands for. As you do the Self-Check Test today, you'll probably find some acronyms that are familiar to you. However, the longer form of the word may give you more difficulty.

Self-Check Test 18-2

Directions: Match the acronym with the longer form.

_____ 1.	CARE	A.	Strategic Air Command
_____ 2.	DEW	B.	Distant Early Warning
_____ 3.	NATO	C.	Women's Army Core
_____ 4.	SAC	D.	Cooperative for American Remittances to Europe
_____ 5.	WAC	E.	North Atlantic Treaty Organization

Directions: Write the acronym for the following.
(Each dash stands for a letter.)

1. American Society of Composers, Authors and Publishers.

   _ _ _ _ _

2. National Aeronautics and Space Administration.

   _ _ _ _

3. Southeast Asia Treaty Organization _ _ _ _ _

4. United Nations Educational, Scientific, and Cultural Organizations

   _ _ _ _ _ _

5. Women Appointed for Volunteer Emergency Service

   _ _ _ _ _

Check your answers with the Key.

These acronyms probably gave you no trouble. They are not hard. However, they are a part of a growing English language.

Go on to Assignment 3.

Key to Self-Check Tests
Lesson 18

Self-Check Test 18-1(A)

(The following are suggested answers.)

1. a man-made fabric
2. a person who travels in space
3. a name given to a process for copying materials
4. a self-contained recording tape
5. a grouping of five numerals that identifies any postal service area in the United States
6. a cola drink, taken from Coco-Cola brand name
7. a rubberized suit used in diving
8. an electronic device used in radios in place of tubes
9. a clear paperlike product used for wrapping, etc.
10. a motor-driven machine used to transport people across snow

Self-Check Test 18-1(A)

1. a book with a paper cover
2. a place for washing clothes when the customer inserts coins in a washing machine or dryer
3. a name given to a refrigerator, taken from Frigidaire brand name
4. an electronic machine capable of making rapid, involved computations
5. a pain relieving tablet
6. a machine which, when coins are inserted, will play a chosen record
7. a Finnish bathhouse
8. a fabric produced from glass
9. a shortened form of "citizen's band" radio
10. a shortened form of television

Self-Check Test 18-2

1. D	1. ASCAP
2. B	2. NASA
3. E	3. SEATO
4. A	4. UNESCO
5. C	5. WAVES

Assignment 3: Review A

Your test A for Unit VI will cover several things that you have studied over the past few months. Since each lesson has been a building process, you should not have trouble. By now you should be writing clear sentences. You should use punctuation and capital letters correctly. You should have mastered spelling techniques that help you as you write.

In Assignments 3 and 4 you will be reviewing materials that will be covered on this last test. If you have studied hard and mastered each assignment, this test will seem as easy as the others.

Review the material today and tomorrow. There is a special key at the end of Assignment 4. Check your review questions. If you have any trouble on any part, go back to the assignment where that skill was presented and taught. Following each set of answers in the Key will be a reference to where you can find that skill taught. In other words (Unit I, Lesson 3, Assignment 1) might follow the answers for a review of capitalization.

Rules

1. Don't worry.
2. Relax.
3. Trust yourself.
4. Try.

Review Questins

A. Directions: Write the letter V above each verb or verb phrase. Write the letter S above the subject(s) of each verb.

1. This new rocket ship has been designed for the earth-moon run.

2. Where did you find your dog?

3. Cards, books and paper are sold here.

4. All of your answers are correct.

5. Are the Johnsons at home?

B. Directions: Punctuate and capitalize where necessary.

1. Tom said wait for me at the corner

2. All truth asks said Thomas Paine is the liberty of appearing

3. Don read The bronco that would not be broken. This is a poem by Vachel Lindsay.

4. I will need beef chili and onions to make the mexican dish

5. He studied the plot of Dickens novel, Great Expectations.

C. Directions: Write the plural form of the following words.

1. porch _____

2. mango _____

3. radio _____

4. toy _____

5. fly _____

6. mouse _____

7. deer _____

8. loaf _____

Lesson 18

Assignment 4: Review B

Work carefully on these exercises. When you finish today, you should be ready to take your final test.

Review B

A. Directions: Identify the type of sentence by writing S for simple, Cx for complex, Cd for compound or F for fragment.

_____ 1. I am thinking of a girl who wants to be a lawyer.

_____ 2. I was wrong, and I am sorry.

_____ 3. Jim swam for the shore and climbed to safety.

_____ 4. Kept from singing.

B. Directions: Fill in the missing letters.

1. study of gramm_r
2. a hasty appear_nce
3. a pecul_ar odor
4. simil_r attitudes
5. a l_ _se string
6. a chocolate des_ert
7. a good secret_ry
8. a bad ac_ident

C. Directions: On your own, review the following:

1. Unit I, Lesson 1, Assignment 4 (IE/EI Spelling Rule)
2. Unit II, Lesson 5, Assignments 2, 3 (Adjectives and Adverbs)
3. Unit III, Lesson 7, Assignment 1 (Contractions)
4. Unit IV, Lesson 11, Assignment 3 (Y to I spelling Rule)
5. Unit V, Lesson 14, Assignment 1 (Dictionary)
6. Unit VI, Lesson 17, Assignments 3, 4 (Outlining)

When you feel that you have everything "under control," ask your supervisor to give you the Unit VI test.

Preparation for Mailing

When you have completed the assigned work, the worksheets and the Unit VI Test, give these to your supervisor who will mail them in for grading. You should also return the taped recording of "The Speckled Band" at this time and the book Action Stories of Yesterday and Today.

If you want to continue this English course and earn another ½ credit, ask your supervisor to request the English (B) course when he/she mails the Unit VI Test to the Correspondence Study office.

Key to Review A

A. 1. S: ship — V: had been designed

2. S: you — V: did find

3. S: Cards, books, paper — V: are sold

4. S: All — V: are

5. S: Johnsons — V: are

Unit I, Lesson 1, Assignment 2
Unit I, Lesson 2, Assignment 2
Unit I, Lesson 1, Assignment 3
Unit I, Lesson 1, Assignment 3

B. 1. Tom said "Wait for me at the corner."

2. "All truth asks," said Thomas Paine, "is the liberty of appearing."

3. Don read "The Bronco That Would Not Be Broken." This is a poem by Vachel Lindsay.

4. I will need beef, chili, and onions to make the Mexican dish.

5. He studied the plot of Dickens' novel, Great Expectations.

Unit I, Lesson 3, Assignments 1, 2, 3
Unit II, Lesson 4, Assignment 1
Unit II, Lesson 6, Assignment 3
Unit V, Lesson 15, Assignments 1, 2

C.

1. porches	5. flies
2. mangoes	6. mice
3. radios	7. deer
4. toys	8. loaves

Key to Review B

A. 1. Cx
2. Cd
3. S
4. F

Unit I, Lesson 2, Assignment 4
Unit IV, Lesson 10, Assignment 1
Unit VI, Lesson 16, Assignment 1, 2

B. 1. study of grammar
2. hasty appearance
3. a peculiar odor
4. similar attitudes
5. a loose string
6. a chocolate dessert
7. a good secretary
8. a bad accident

Unit V, Lesson 13, Assignment 4
Unit VI, Lesson 16, Assignment 3